EDHI 9050
Organization and Governance of Higher Education
Ed.D. Cohort, Summer 2022
3 credits

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I. Course Description and Objectives

This course is designed to introduce students to the organization and governance of higher education. The course serves students who desire either to assume leadership positions in higher-education institutions and related organizations or to undertake research on the workings of those institutions and organizations. Although the primary focus is on U.S. settings, frequent reference will be made to other nations' approaches.

In the course, students will improve their understanding of how higher education is organized, governed, and administered in several ways. Specifically, they will:

- learn about the evolution of organizational structures, cultures, and decision-making processes in higher education

- assay the diverse forms of organization and governance in contemporary public and private higher education in the U.S.

- examine the applicability of basic concepts of general organization theory to higher-education institutions

- become conversant with alternative theoretical and critical frames through which to view postsecondary organization and governance

- utilize those alternative frames to improve understanding of pressing issues, including organizational effectiveness, assessment, and constraint

- review and evaluate literature and research studies on the organization, governance, and administration of higher education

- investigate in depth a topic relating to the organization and governance of higher education.

- become familiar with significant emerging issues for decisionmakers in higher education

II. Course Conduct

The class will meet two weekends: May 21-22 and July 28-29. Both weekends will feature several topical sessions. There will also be a special Zoom session on July 7, 4:30-7:00. Sessions will usually combine a lecture or presentations with class discussion. Class discussion need not be delayed until the instructor ends a lecture, but maintaining the schedule is important for the success of the course. Because the lectures and readings will rarely address issues in identical ways, it is important that students fully pursue both sources of information. Please bear in mind that this course syllabus is a general plan for the course - the instructor will let the class know in advance of any variations in the plan.

III. Instructor

James Hearn is the instructor for the class. His e-mail address is jhearn@uga.edu. His personal website provides valuable resources for the class.

IV. Evaluation

There are two major requirements to be met for successful completion of the course: a special project and satisfactory participation in the class.

Special Project: The special project entails a class presentation and a final paper on the same topic. The presentation is to be an introduction to, and overview of, the written final paper due later in the semester. The presentation and paper will be on a topic of the student's choosing (with the advice and consent of the instructor).

One choice for a potential project might be a critical analysis of a significant issue in the organization and governance of higher education (e.g., leadership transitions, the use of information in institutional decision-making, strategic planning, the role of the governing board). Such a paper should provide background on the issue, explain how and why the issue has come to be important, examine various and competing perspectives on the issue, and consider potential future developments relating to the issue.

Other options for a potential project include a critique of a theoretical or methodological approach (e.g., cost-benefit analysis as an administrative tool), an exploration of a philosophical issue (e.g., the emergence of privatization in higher education), or a social-historical analysis (e.g., factors influencing the development of universities' research policies). Students may also consider writing a critical essay review of a course-relevant book. Critical essay reviews are not simply chapter-by-chapter summaries of a book; rather, these are scholarly analyses of a book's strengths and limitations as a contribution to knowledge in its focal subject area. Some books of possible interest for a critical essay are listed here.

Two kinds of projects are not encouraged: purely descriptive efforts (e.g., a report simply chronicling changes in the admissions office at the University of Texas, 1920 to 2020) and efforts requiring the gathering and analysis of substantial amounts of new "raw" data (e.g., a case analysis of an institution's decision to pursue NCAA Division I status in athletics). Instead, presentations and papers should be oriented to available written materials on the chosen topic.

The primary criteria for successful presentations and papers are that they be well organized, well reasoned, well expressed, critical, connected to the relevant literature, and reflective of the course readings and lectures.

Students doing essay reviews of a book should devote most of their papers to critical analysis of the book, rather than to simply describing the book. The latter task should take up no more than a third of the paper. A successful essay book review connects the book to other concepts, readings, and topics covered in the class and informs others regarding the value of the book for higher-education leaders, policymakers, and researchers.

Presentations may take different forms, but must begin by providing an overview of the coming presentation. Students using electronic technology should arrive in the classroom a few minutes early on their presentation day to ensure that their materials will be immediately available electronically when they step "on stage."

Papers must include an abstract summarizing the entire paper in 100 words or less. Formatting and references should be in a consistent style of the kind used in the social sciences and education. Notably, there should be identifying information associated with all quotations (i.e., author, date, page numbers) and there should be a concordance between references and citations (that is, all citations appear in the references and all references are cited). For appropriate formatting and referencing, most students choose to use the style of the American Psychological Association (see the *Publications Manual of the APA* or review journals using this style, such as *Research in Higher Education*). Most successful papers have 20 or more double-spaced pages of text.

Guidelines for effective class project presentations and papers are available on the instructor's website. In addition, that site provides some examples of successful project papers.

The student's special topic should be chosen and finalized with instructor approval by June 15. Presentations will be made in the July sessions, and final papers must be turned in electronically by August 1.

Class Participation: Each student is expected to participate energetically and productively in class assignments, activities, and discussions. The commitment of each student to doing so contributes significantly to the success of class. Included in participation expectations will be active student engagement in occasional ungraded assignments, such as preparing class discussions on particular topics, participating in in-class exercises and case analyses, and reviewing and critiquing relevant publications individually and in teams.

Because evaluation in this course is focused mainly on writing assignments, a word about good writing may be useful. Writing well not only allows students to show what they know and understand about a subject, but also may be virtually congruent with that knowledge and comprehension. For this reason, the instructor pays close attention to the quality of writing in class assignments. Students should outline their papers in advance, take them through several drafts to ensure quality, and proof-edit their papers carefully before submitting them.

Grading for the course will be weighted as follows:

Special Project (Presentation and Paper)	67%
Class Participation	33%
	100%

Written assignments should be submitted by the stated deadline to avoid late penalties. Incomplete grades (I's) for the semester are strongly discouraged. Those seeking an "I" in the course must be in touch with the instructor before the end of the term to agree upon plans for resolving the incomplete.

V. Academic Integrity

Submitted written work must be a product solely of the student's own thought and study. When other sources are employed in written assignments, those sources should be fully acknowledged in references or footnotes. Submitting work produced in part for other purposes is discouraged, and students seeking to do so must obtain advance approval from the instructor.

As a University of Georgia student, you have agreed to abide by the University's academic honesty policy, "A Culture of Honesty," and the Student Honor Code. All academic work must meet the standards described at the "Culture of Honesty" website. Lack of knowledge of the academic honesty policy is not a reasonable explanation for a violation. Questions related to course assignments and the academic honesty policy should be directed to the instructor.

VI. Resources

Electronic copies of course readings and this syllabus are available on the university's eLearning Commons [ELC] website. Students are also encouraged to visit the instructor's website for additional resources.

Required readings for the course include sizable selections from the following books:

Bolman, L.G. and Gallos, J.V. (2011). *Reframing academic leadership.* San Francisco: Jossey-Bass.

Kezar, A. (2018). *How colleges change: Understanding, leading, and enacting change. Second edition.* New York, NY: Routledge.

Pfeffer, J. and Sutton, R.I. (2006).   *Hard facts, dangerous truths, and total nonsense.* Cambridge, MA: Harvard Business School Press.

In the readings listed in the course schedule below, selections from these volumes are noted in italics as being from *Bolman & Gallos*, from *Kezar*, or from *Pfeffer & Sutton.*

The supplemental readings listed are not required readings. That said, student engagement with supplemental selections is expected as students pursue their own interests. For example, if a student is considering a special project focused on strategic change, it is important for that student to

become familiar with key literature on that topic – for that, the supplemental readings can provide helpful guidance.

The supplemental readings are provided online either via the eLearning Commons [ELC] website or via other websites. Most of the readings listed as available through non-reserved online resources come from journals for which the UGa library can provide free access, so the best way to access those readings is through the university's library portal. Additional class resources will be distributed either electronically or in class as hand-outs. Students are also encouraged to visit the instructor's website for further course-related material.

VII. Course Schedule

The sessions of the course take place over two summer weekends and a Zoom session. Readings for each session are listed in the schedule. In the first weekend, we will delve into the distinctive structures, processes, and core characteristics of U.S. higher education and explore different conceptual perspectives on the enterprise. In the Zoom session, we will cover comparative higher education organization and governance. In the second weekend, we will cover critical organizational and managerial challenges, students' project presentations, and emerging issues.

May Class Sessions (Saturday, May 21 and Sunday, May 22): In these five sessions, the class examines the evolution and the contemporary characteristics of U.S. colleges and universities. Of particular concern will be the differences in goals, structures, and processes across and within institutions. We then examine different conceptual perspectives on the higher-education enterprise. How can leaders and managers better understand and work within varied institutional contexts? Participants will be asked to examine critically the familiar accusation that higher-education institutions are enduringly resistant to change. Are colleges and universities really so rigid and hidebound organizationally, and if not, what levers of change are potentially most effective? Over the course of the weekend, several conceptual perspectives on these questions will be introduced and discussed. Please note that the readings for this week from the Bolman and Gallo book and the Kezar book are meant to be follow-ups to the weekend sessions – they elaborate on some of the perspectives covered in the sessions.

Session 1 (Saturday, 8:30-10): Introduction to the Course and Overview of the Organization of
    U.S. Higher Education

Session 2 (Saturday, 10:30-Noon): Core Organizational Values, Structures, and Processes

Session 3 (Saturday, 1-3): Structural and Bureaucratic Perspectives

Session 4 (Saturday, 3:30-6): Power Perspectives: Competition, Conflict, and Politics

Session 5 (Sunday, 8:30-10): Institutional and Cultural Perspectives

Session 6 (Sunday, 10:30-1): Institutional and Cultural Perspectives

Bolman & Gallo: Chapters 1-7
Kezar: Chapters 1-3
Supplemental Readings:
        From Online Reserve:

Hearn, J.C. & McLendon, M.K. (2012). Governance research: From adolescence toward maturity. In M.N. Bastedo (Ed.), *The organization of higher education: Managing colleges for a new era,* pp. 45-85. Baltimore: Johns Hopkins University Press.

Newfield, C. (2003). The rise of university management. Chapter 4 in *Ivy and industry: Business and the making of the American university, 1880-1980* (pp. 67-89). Durham, NC: Duke University Press.

Peterson, M.W. (2007). The study of colleges and universities as organizations. In P. Gumport (Ed.), *Sociology of higher education: Contributions and their contexts* (pp. 147-184). Baltimore: Johns Hopkins Press.

Peterson, M.W. & Spencer, M.G. (1990). Understanding academic culture and climate. In *Assessing Academic Climates and Cultures*, W.G. Tierney (Ed.), *New Directions for Institutional Research*, No. 68, pp. 3-18.

Pfeffer, J. (1981). Understanding the role of power in decision making. In Pfeffer, J., *Power in organizations*, Chapter 1 (pp. 1-33). Boston: Pitman.

From Non-reserved Online Resources:

AAUP/ACE/AGB. Statement on government of colleges and universities. Available at https://www.aaup.org/report/statement-government-colleges-and-universities.

European University Association. (no date). The European Higher Education Area and the Bologna Process. Available at http://www.eua.be/policy-representation/higher-education-policies/the-european-higher-education-area-and-the-bologna-process.

Clark, B.R. (1972). The organizational saga in higher education. *Administrative Science Quarterly*, *17* (2), 178-184.

Ellis, L., Strickland, J., & Bauman, D. (2020). The new order: How the nation's partisan divisions consumed public-college boards and warped higher education. *Chronicle of Higher Education,* September 25.

Gumport, P. (1993). The contested terrain of academic program reduction. *Journal of Higher Education, 64* (3), 283-311.

Hurtado, S. (1992). The campus racial climate: Contexts of conflict. *Journal of Higher Education*, *63* (5), 539-569.

Meyer, J. & Rowan, B.. (1977). Institutionalized organizations: Formal structure as myth and ceremony. *American Journal of Sociology, 83* (2), 340-363.

Minor, James T. (2005). Faculty governance in historically black colleges and universities. *Academe 91* (3), 34-37.

O'Meara, K., Templeton, L., & Nyunt, G. (2018). Earning professional legitimacy: Challenges faced by women, underrepresented minority, and non-tenure-track faculty. *Teachers College Record, 120*.

Stripling, J. (2014). How the U. of Texas flagship's chief built the power base that saved his neck. *Chronicle of Higher Education,* July 11, 2014.

Volk, C., Slaughter, S., & Thomas, S. (2001). Models of institutional resource allocation: Mission, market, and gender. *Journal of Higher Education, 72* (4), 387-413.

Weick, K.E. (1976). Educational organizations as loosely coupled systems. *Administrative Science Quarterly*, *26* (1), 1-19.

Special Class Session 7 via Zoom (Thursday, July 7, 4:30-7): Leadership and Decision-Making

In this session, the class will discuss distinctive leadership and management challenges in higher-education institutions and systems. Special attention will be paid to comparative perspectives. The Zoom link will be provided in advance.

Bolman & Gallo: Chapters 8-13, Epilogue
Kezar: Part 3 (Chapters 9 and 10)
Pfeffer & Sutton: Chapters 1, 2, and 8
Supplemental Readings:
From Online Reserve:

Bensimon, E.M. Neumann, A. & Birnbaum, R. (1989). Section titled "Higher education and leadership theory." In Bensimon, E.M. Neumann, A. & Birnbaum, R., *Making sense of administrative leadership*, ASHE-ERIC Research Report no. 1. Washington, DC: Association for the Study of Higher Education.

Birnbaum, R. & Eckel, P.D. (2005). The dilemma of presidential leadership. In P.G. Altbach, R.O. Berdahl, and P.J. Gumport (Eds.), *American higher education in the twenty-first century: Social, political, and economic challenges* (pp. 340-385). Baltimore: Johns Hopkins.

Cohen, M.D. & March, J.G. (1986). Leadership in an organized anarchy. In Cohen, M.D. & March, J.G., *Leadership and ambiguity: The American college president* (pp. 195-229). Boston: Harvard Business School Press.

From Non-reserved Online Resources:

Bastedo, M.M., Samuels, E., & Kleinman, M. (2014). Do charismatic presidents influence college applications and alumni donations?: Organizational identity and performance in U.S. higher education. *Higher Education, 68,* 397-415.

Bensimon, E. (1989). A feminist reinterpretation of presidents' definitions of leadership. *Peabody Journal of Education, 66,* 3, 143-156.

Birnbaum, R. (1992). Will you love me in December as you do in May? Why experienced college presidents lose faculty support. *Journal of Higher Education 63*, 1-25.

Bornstein, R. (2003). Why college presidents don't last. *Chronicle of Higher Education,* November 14, p. B20.

Fries-Britt & Kezar, A. (2020). *Leading after a racial crisis: Weaving a campus tapestry of diversity and inclusion.* A report of the American Council on Education. Available at https://www.acenet.edu/Documents/Leading-After-a-Racial-Crisis.pdf.

Harris, M.S. & Ellis, M.K. (2018). Exploring involuntary presidential turnover in American higher education. *Journal of Higher Education 89* (3), 294-317.

Julius, D.J., Baldridge, J.V., & Pfeffer, J. (1999). A memo from Machiavelli. *Journal of Higher Education, 70* (2), 113-133.

March, J.G. (2003). Passion and discipline: Don Quixote's lessons for leadership (video). Available at http://www.gsb.stanford.edu/news/bmag/sbsm0305/leadership.shtml.

Minor, J.T. (2004). Decisionmaking in historically black colleges and universities: Defining the governance context. *Journal of Negro Education, 73* (1), 40-52.

Neumann, A. (1995). On the making of hard times and good times: The social construction of resource stress. *Journal of Higher Education, 66* (1), 3-31.

Tierney, W. G. (1989). Symbolism and presidential perception of leadership. *Review of Higher Education*, *12* (2), 153-166.

<u>July Class Sessions (Thursday, July 28 and Friday, July 29)</u>: After an initial session addressing change in institutions and systems, class sessions will feature students' presentations on their special projects. To make these sessions rewarding for all, class members are urged to actively engage with the presenters and their topical areas. The final session of the weekend concludes the course with discussion of emerging developments in institutional organization and governance.

Session 8 (Thursday, 1-3): Innovation, Adaptation, and Strategic Change

Session 9 (Friday, 8:30-10): Student Presentations

Session 10 (Friday, 10:30-Noon): Student Presentations

Session 11 (Friday, 1-3): Student Presentations

Session 12 (Friday, 3:30-6): Student Presentations; Emerging Issues in Organization and Governance

Kezar: Part 2 (Chapters 4-8)
Pfeffer & Sutton: Chapters 6, 7, and 9
Supplemental Readings:
    From Online Reserve:

> Brewer, D. & Tierney, W.G. (2011). Barriers to innovation in U.S. higher education. In B. Wildavsky, A.P. Kelly, and K.Carey (Eds.), *Reinventing higher education: The promise of innovation* (pp. 11-40). Cambridge, MA: Harvard Education Press.

> Chaffee, E.E. (1985). The concept of strategy: From business to higher education. In J.C. Smart (Ed.), *Higher education: Handbook of theory and research, Vol. I* (pp. 133-172). New York: Agathon Press.

> Collis, D. J. (2004). The paradox of scope: A challenge to the governance of higher education. In W. Tierney (Ed.), *Competing conceptions of governance: Negotiating the perfect storm* (pp. 33-76). Baltimore: Johns Hopkins University Press.

> Crow, M.M. (2007) Enterprise: The path to transformation in emerging public universities. *The Presidency*, a publication of the American Council on Education.

> Garcia, G. A. (2015). Using organizational theory to study Hispanic-Serving Institutions (HSIs): An imperative research agenda. In A. M. Nuñez, S. Hurtado, & E. Calderón Galdeano (Eds.), *Hispanic-Serving Institutions: Advancing research and transformative practices.* New York: Routledge.

> Gonzales, L.D., Kanhai, D., & Hall, K. (2018). Reimagining and retooling organizational theory for the critical study of higher education. In M.B. Paulsen (Ed.), *Higher education: Handbook of theory and research, 33.* Springer: New York.

> Gumport, P.J. & Sporn, B. Institutional adaptation: Demands for management reform and university administration. In *Higher education: Handbook of theory and research*, *14*. New York: Springer. Available for download through the Springer Publishing website https://link.springer.com/book/10.1007/978-94-011-3955-7, using your UGa access.

Hearn, J.C. & Ciarimboli, E.B. (2017). Institutional strategy and adaptation. In C.C. Morphew and J.M. Braxton (Eds.), *The challenge of independent colleges: Moving research into practice* (pp. 204-228*)*. Baltimore: Johns Hopkins University Press.

Lepore, J. (2014). The disruption machine: What the gospel of innovation gets wrong. *The New Yorker*, June 23, 2014.

Pusser, B. (2006). Reconsidering higher education and the public good: The role of public spheres. In W. Tierney (Ed.), *Governance and the public good* (pp. 11-28). Albany: State University of New York Press.

Schulz, S. & Lucido, J. (2011). What enrollment management structures reveal about institutional priorities. *Enrollment Management Journal, 5 (4),* 12-44.

Warshaw, J.B. & Hearn, J.C. (2022). The evolving US public research university: Critical organizational shifts in neoliberal context. In J.E. Côté & S. Pickard (Eds.), *Handbook of the sociology of higher education, 2nd Edition* (pp. 44-60). London: Routledge.

From Non-reserved Online Resources:

Birnbaum, R. (2000). The life cycle of academic management fads. *Journal of Higher Education, 71* (1), 1-16.

Brewer, D. & Tierney, W.G. (2011). Barriers to innovation in U.S. higher education. In B. Wildavsky, A.P. Kelly, and K.Carey (Eds.), *Reinventing higher education: The promise of innovation* (pp. 11-40). Cambridge, MA: Harvard Education Press.

Cameron, K.S. (1984). Organizational adaptation and higher education. *Journal of Higher Education, 55* (2), 122-144.

Carey, K. (2020). The "public" in public college could be endangered. *New York Times*, May 5.

Cowen, S. (2020). Out on the balcony: Thinking beyond the crisis. *Inside Higher Education*, April 1. Available at https://www.insidehighered.com/views/2020/04/01/colleges-should-start-thinking-now-how-covid-19-might-transform-them-better-opinion.

Ellis, L. (2020). How the coronavirus might – or might not – slow research universities' ambitions. *Chronicle of Higher Education,* April 28.

Gioia, Dennis A. & Thomas, J.B. (1996). Identity, image, and issue interpretation: Sensemaking during strategic change in academia. *Administrative Science Quarterly 41,* 370-403.

Kolympiris, C. & Klein, P.G. (2017). The effects of academic incubators on university innovation. *Strategic Entrepreneurship, 11*(2), 145-170.

Rosenberg, B. (2021). It's time to rethink higher education: What if our goal was creating social impact, not preserving the status quo? *Chronicle of Higher Education*, March 23.

Simsek, H. & Louis K.S. (1994). Organizational change as paradigm shift: Analysis of the change process at a large public university. *Journal of Higher Education*, *65* (6), 670-695.

Soares, L., Steele, P, & Wayt, L. (2015). Evolving higher education business models: Leading with data to deliver results. Available at https://www.acenet.edu/news-room/Documents/Evolving-Higher-Education-Business-Models.pdf.

Terenzini, P.T. (1989). Assessment with open eyes: Pitfalls in studying student outcomes. *Journal of Higher Education*, *60* (6), 644-664.

Students' final papers are due on August 1