

EDHI 9050
Organization and Governance of Higher Education
3 credits
Spring 2022

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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 higher education, with particular attention to 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 on organization and governance, including some writings on management 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 on Wednesdays from 9:05 a.m. to 12:05 p.m. in 101 Meigs Hall. There will be 15 class sessions this term. 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 campus office is in 214 Meigs Hall. His e-mail address is jhearn@uga.edu. His [personal website](#) provides valuable resources for the class. Because his available times for appointments tend to change from week to week, it is best to e-mail in advance to schedule a meeting.

Assisting the instructor this term will be Ijaz Ahmad, an advanced Ph.D. student in the Institute. He can assist with problems you may encounter in accessing and understanding the readings or other matters - he may be reached at ijaz.ahmad@uga.edu.

IV. Evaluation

There are four major requirements to be met for successful completion of the course: a case analysis, a midterm examination, a special project, and satisfactory participation in the class sessions and team assignments.

Case Analysis: Students will focus upon a case description passed out in class in session 5 (February 9). They should come prepared to discuss the case in session 7 (February 23). Students should also prepare for that day a written case analysis (ten double-spaced pages maximum) for submission electronically by the end of that class session. Student consideration of the case should focus upon four questions: what are the basic empirical facts of the problem, what are its causes or antecedents, what other information is needed, and what kind of action seems warranted? The case analysis assignment calls for students to make judgments about what is core to the problem at hand and what is peripheral and irrelevant. The case analysis does not require citations of either literature or individuals. Instead, students should see the task as one of objectively and critically analyzing a context – think of this as a management exercise rather than a scholarly exercise. The instructor’s evaluation of the case analysis will attend more to the student’s insight, effort, and engagement than to whether or not a “correct” response is provided (in fact, there is no single correct answer to the assignment). Finally, when we tackle a “real-life” case in class, the expectation is that observations and opinions expressed during our discussion will remain within the class.

Midterm Examination: The midterm examination will take place in session 10 (March 23) and will feature a combination of objective and essay-style questions. It will be an in-class, closed-

book exam. It will not focus on fine details but rather on core issues and concepts covered up to that point in the course.

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 strategic decisions 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. 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 Session 4 (February 2). Presentations will be made late in the term, and final papers must be turned in on or before the final day of class sessions for the university's spring term (May 3).

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:

Case Analysis	20%
Midterm Examination	20%
Special Project (Presentation and Paper)	50%
Class Participation	<u>10%</u>
	100%

Written assignments may be submitted electronically or in hardcopy form but, in either case, these 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. Wellness

If you or someone you know needs assistance, you are encouraged to contact [Student Care and Outreach in the Division of Student Affairs](#) on the web or at 706-542-7774. They will help you navigate any difficult circumstances you may be facing by connecting you with the appropriate resources or services. UGa has numerous [wellness resources](#) for students, including free workshops, classes, mentoring, and health coaching led by licensed clinicians and health educators in the University Health Center.

COVID-19: Although the COVID-19 pandemic has created difficult circumstances for our class, we can work together to make this a rewarding term. Following guidance from the University System of Georgia, face coverings are recommended for all individuals while inside campus facilities. Students showing COVID-19 symptoms should self-isolate and schedule an appointment with the University Health Center by calling 706-542-1162 (Monday-Friday, 8 a.m.-5p.m.). Please do not walk-in.

IHE holds the health and safety of our students, staff, and faculty as a top priority. By entering Meigs Hall, you are confirming that you are symptom-free and have not had a positive COVID-19

test. In the building, you are required to wear an appropriate face covering and maintain social distance from others. Students seeking an accommodation related to face coverings should contact Disability Services. We will accommodate the need to self-quarantine as a result of COVID-19 exposure. Should you have any remaining questions, concerns, or requests, please email the instructor.

For any kind of health emergency and for after-hours care, please see <https://www.uhs.uga.edu/info/emergencies>. Additional resources can be accessed through the UGa App.

VI. 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.

VII. Resources

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

Bastedo, M. (Ed.). (2012). *The organization of higher education: Managing colleges for a new era*. Baltimore: Johns Hopkins University Press.

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

In the readings listed in the course schedule below, selections from these volumes are noted in italics as being from *Bastedo* or *Kezar*.

Other required readings listed below 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.

VIII. Course Schedule

The course is divided into six parts, as follows:

- 1) Introductory Material and Concepts (sessions 1 and 2)
- 2) Theoretical Perspectives (sessions 3 through 6)
- 3) Critical Organizational Challenges (sessions 7 through 9)
- 4) Midterm Examination (session 10)
- 5) Student Presentations (sessions 11 through 15)
- 6) Emerging Issues in Postsecondary Organization and Governance (session 15).

Readings for each session are listed in the schedule. Students should complete these readings before the class session and should come to class prepared to participate in discussion of the day's topic and readings. Reading loads are often heavy, but vary from session to session, so students are encouraged to read ahead when possible.

Session 1 (January 12): Introduction to the Course and Overview of the Organization of U.S. Higher Education

No readings

Hand-out: Syllabus

Session 2 (January 19): Core Organizational Values, Structures, and Processes

Bastedo Chapter: 3

From Online Reserve:

- Clark, B.R. (1963). Faculty organization and authority. In Lunsford, T. (Ed.), *The study of academic administration* (pp. 37-51). Boulder, CO: WICHE.
- Duryea, E.D. (1973). Evolution of university organization. In Perkins, J.A. (Ed.), *The university as an organization* (pp. 15-38). Madison, WI: McGraw-Hill.
- Clark, B.R. (1976). The benefits of disorder. *Change*, 8 (9), 31-37.
- Kerr, C. (1994). The idea of a multiversity. In Kerr, C., *The uses of the university. Fourth edition, with 1994 commentaries on past developments and future prospects* (pp. 1-34). Cambridge: Harvard University Press.
- Peterson, M.W. (2007). The study of colleges and universities as organizations. In P. Gumpert (Ed.), *Sociology of higher education: Contributions and their contexts* (pp. 147-184). Baltimore: Johns Hopkins Press.
- Krucken, G. & Meier, F. (2006). Turning the university into an organizational actor. In Drori, G.S. (Ed.), *Globalization and organization: World society and organizational change* (pp. 241-257). Oxford: Oxford University Press.
- Weick, K.E. (1976). Educational organizations as loosely coupled systems. *Administrative Science Quarterly*, 21 (1), 1-19.
- Downey, J. (1996). The university as trinity: Balancing corporation, collegium, and community. *Innovative Higher Education*, 21 (2), 73-85.

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>.
- AAUP (2021). The 2021 AAUP Shared Governance Survey: Findings on demographics of senate chairs and governance structures. Available at

<https://www.aaup.org/article/2021-aaup-shared-governance-survey-findings-demographics-senate-chairs-and-governance#.YdXsXS-B1qu>.

Eaton, C. & Stevens, M.L. (2020). Universities as peculiar organizations. *Sociology Compass*. Available at <https://doi.org/10.1111/soc4.12768>.

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

Session 3 (January 26): Structural and Bureaucratic Perspectives

From Online Reserve:

Etzioni, A. (1964). Administrative and professional authority. In Etzioni, A., *Modern organizations* (pp. 75-93). New Jersey: Prentice-Hall.

Mintzberg, H.M. (1979). The professional bureaucracy. In Mintzberg, H., *The structuring of organizations: A synthesis of the research* (pp. 348-379). New Jersey: Prentice-Hall.

Longanecker, D.A. (2006). The “new” new challenge of governance by governing boards. In W. Tierney (Ed.), *Governance and the public good*, pp. 95-116. Albany: State University of New York Press.

Dee, J. (2006). Institutional autonomy and state-level accountability: Loosely coupled governance and the public good. In W. Tierney (Ed.), *Governance and the public good* (pp. 133-156). Albany: State University of New York 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.

From Non-reserved Online Resources:

Roberts, K.A. & Donahue, K.A. (2000). Professing professionalism: Bureaucratization and deprofessionalization in the academy. *Sociological Focus* 33 (4), 365-383.

Session 4 (February 2): Power Perspectives: Competition, Conflict, and Politics

Bastedo Chapter: 4

From Online Reserve:

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:

Gumport, P.J. & Bastedo, M.N. (2001). Academic stratification and endemic conflict: Remedial education policy at the City University of New York. *Review of Higher Education* 24, 333-349.

Bastedo, Michael N. (2005) The making of an activist governing board. *Review of Higher Education*, 28, 551-570.

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

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.

Garcia, G. A. (2017). Decolonizing Hispanic-serving institutions: A framework for organizing. *Journal of Hispanic Higher Education*, 1-16.

- 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.
- Pfeffer, J. & Langton, N. (1988). Wage inequality and the organization of work: The case of the academic department. *Administrative Science Quarterly*, 33 (4), 588-606.
- 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.

Due: Special-project topic choice

Session 5 (February 9): Institutional and Cultural Perspectives, Part 1

From Online Reserve:

- Meyer, J.W., Ramirez, F.O., Frank, D.J., & Schofer, E (2007). Higher education as an institution. In P.J. Gumpert (Ed.), *Sociology of higher education* (pp. 187-219). Baltimore: Johns Hopkins University 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.
- Smerek, R.E. (2010). Cultural perspectives of academia: Toward a model of cultural complexity. In J.C. Smart (Ed.), *Higher education: Handbook of theory and research*, 25. Springer: New York.
- van Vught, F. (1996). Isomorphism in higher education? Towards a theory of differentiation and diversity in higher education systems. In: V.L. Meek, L. Goedegebuure, O. Kivinen & R. Rinne (eds), *The mockers and mocked: Comparative perspectives on differentiation, convergence and diversity in higher education* (pp. 42-59). Oxford: Pergamon.

From Non-reserved Online Resources:

- Birnbaum, R. (1989). The latent functions of the academic senate: Why senates do not work but will not go away. *Journal of Higher Education*, 60 (4), 2-21.
- Blanco, G.L. & Metcalfe, A.S. (2020). Visualizing quality: University online identities as organizational performativity in higher education. *Review of Higher Education* 43 (3), 781-809.
- Clark, B.R. (1972). The organizational saga in higher education. *Administrative Science Quarterly*, 17 (2), 178-184.
- DiMaggio, P.J. & Powell, W. (1983). The iron cage revisited: Institutional isomorphism and collective rationality in organizational fields. *American Sociological Review*, (48), 147-60.
- Schofer, E. (2003). The global institutionalization of geological science, 1800-1990. *American Sociological Review*, 68,730-759.
- Tolbert, P.S. (1985). Institutional environments and resource dependence: Sources of administrative structure in institutions of higher education. *Administrative Science Quarterly*, 30, 1-13.
- Washington, M. & Ventresca, M.J. (2004) How organizations change: The role of institutional support mechanisms in the incorporation of higher education

visibility strategies, 1874–1995. *Organization Science* 15 (1), 82-97.

Hand-outs: Case-analysis assignment
Team article-analysis assignments

Session 6 (February 16): Institutional and Cultural Perspectives, Part 2

From Non-reserved Online Resources:

- Gioia, Dennis A. & Thomas, J.B. (1996). Identity, image, and issue interpretation: Sensemaking during strategic change in academia. *Administrative Science Quarterly* 41, 370-403.
- Hurtado, S. (1992). The campus racial climate: Contexts of conflict. *Journal of Higher Education*, 63 (5), 539-569.
- Covaleski, M. & Dirsmith, M. (1988). An institutional perspective on the rise, social transformation, and fall of a university budget category. *Administrative Science Quarterly*, 33 (4), 562-587.
- Karabel, J. (1984). Status group struggle, organizational interests, and the limits of institutional autonomy: The transformation of Harvard, Yale, and Princeton, 1918—1940. *Theory and Society*, 13 (1), 1-40.
- Tierney, W.G. (1997). Organizational socialization in higher education. *Journal of Higher Education* 68, 1-16.
- Echols, H. (2016). Over the dog years: Students share experiences with superstition of the Arch. *The Red and Black*, February 2. Available at http://www.redandblack.com/uganews/over-the-dog-years-students-share-experiences-with-superstition-of/article_3e61f17e-c97b-11e5-801b-f30b2926f6ea.html.

Due: Team article-analysis presentations

Session 7 (February 23): Leadership and Decision-Making, Part 1

Kezar: Part 1 (Chapters: 1-3)

From Online Reserve:

- Birnbaum, R. & Eckel, P.D. (2005). The dilemma of presidential leadership. In P.G. Altbach, R.O. Berdahl, and P.J. Gumpert (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). The processes of choice. In Cohen, M.D. & March, J.G., *Leadership and ambiguity: The American college president* (pp. 81-92). Boston: Harvard Business School Press.
- 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:

- Bensimon, E. (1989). A feminist reinterpretation of presidents' definitions of leadership. *Peabody Journal of Education*, 66, 3, 143-156.
- Birnbaum, R. (2000). The life cycle of academic management fads. *Journal of Higher Education*, 71 (1), 1-16.

- Dill, D. D. (1982). The management of academic culture: Notes on the management of meaning and social integration. *Higher Education*, 11 (3), 303-320.
- 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>.
- Pfeffer, J. (1977). The ambiguity of leadership. *Academy of Management Review*, 2 (1), 104-112.
- Minor, J.T. (2004). Decisionmaking in historically black colleges and universities: Defining the governance context. *Journal of Negro Education*, 73 (1), 40-52.
- 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>.
- Tierney, W. G. (1989). Symbolism and presidential perception of leadership. *Review of Higher Education*, 12 (2), 153-166.

Due: Case analysis

Session 8 (March 2): Leadership and Decision-Making, Part 2

Bastedo Chapters: 6 and 7

Kezar: Chapters 4-8

From Online Reserve:

- Birnbaum, R. (1989). Responsibility without authority: The impossible job of the college president. In Smart, J.C. (Ed.), *Higher education: Handbook of theory and research*, 5 (pp. 31-56). New York: Agathon Press.
- Weick, Karl. (1982). Management of organizational change among loosely coupled elements. In Goodman, P. (Ed.), *Change in organizations*, Chapter 9 (pp. 375-408). San Francisco: Jossey-Bass.

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.
- 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.
- 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., Baldrige, J.V., & Pfeffer, J. (1999). A memo from Machiavelli. *Journal of Higher Education*, 70 (2), 113-133.
- March, J.G. (1981). Footnotes to organizational change. *Administrative Science Quarterly* 26, 563-77.

Session 9 (March 16): Organizational Performance, Productivity, and Change

Bastedo Chapters: 5 and 11

Kezar: Part 3 (Chapters 9-10)

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.

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.

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.

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.

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

From Non-reserved Online Resources:

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.

Session 10 (March 23): Midterm Examination

No readings

Session 11 (March 30): Midterm Discussion, Student Presentations

No readings

Session 12 (April 6): Guest Speaker and Student Presentations

From Online Reserve:

Carvalhoes, F., Medeiros, M. & Tagliari, C. (2021). Higher education expansion and diversification: Privatization, distance learning, and market concentration in Brazil, 2002-2016,

Guest Speaker: Dr. Flavio Carvalhoes, Professor of Sociology at the Federal University of Rio de Janeiro, Brazil

Session 13 (April 13): Student Presentations

No readings

Session 14 (April 20): Student Presentations

No readings

Session 15 (April 27): Student Presentations, Emerging Issues in Organization and Governance

Bastedo Chapters: 1, 8, 9, and 10

From Online Reserve:

- 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.
- Marginson, S. (2004). Going global: Governance implications of cross-border traffic in higher education. In W. Tierney (Ed.), *Competing conceptions of governance: Negotiating the perfect storm* (pp. 1-32). Baltimore: Johns Hopkins University Press.
- Dunderstadt, J.J. (2004). Governing the twenty-first century university: A view from the bridge. In W.G. Tierney (Ed.), *Competing conceptions of academic governance: Negotiating the perfect storm* (pp. 137-157). Baltimore: Johns Hopkins.
- 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.
- Lepore, J. (2014). The disruption machine: What the gospel of innovation gets wrong. *The New Yorker*, June 23, 2014.
- Crow, M.M. (2007) Enterprise: The path to transformation in emerging public universities. *The Presidency*, a publication of the American Council on Education.

From Non-reserved Online Resources:

- 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.
- Bastedo, M.N. & Bowman, N.A. (2011). College rankings as an interorganizational dependency: Establishing the foundation for strategic and institutional accounts. *Research in Higher Education*, 52 (3), 3-23.
- Kolympiris, C. & Klein, P.G. (2017). The effects of academic incubators on university innovation. *Strategic Entrepreneurship*, 11(2), 145-170.
- Powell, W.W. & Owen-Smith, J. (1998). Universities and the market for intellectual property in the life sciences. *Journal of Policy Analysis and Management*, 17 (2), 253-277.
- Petit, E. (2020). Will Covid-19 revive faculty power?: The pandemic has spurred professors across the country to organize. Are they too late? *Chronicle of Higher Education*, August 26.
- 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.
- Rall, R.M., Morgan, D.L., & Commodore, F. (2020). Higher education governance and decision-making: Toward culturally sustaining governance in higher

education: Best practices in theory, research, and practice. *Journal of Education and Human Resources* 38 (1).

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>.

Due on May 3, the final day of UGa classes this term: Special-project paper