

The College of William and Mary
Educational Policy, Planning, and Leadership
Course Syllabus

EPPL 635 Organization and Governance of Higher Education
Spring, 2013
Monday, 4:30 – 7:00 pm
School of Education, Room 2060

EPPL 635 Organization and Governance of Higher Education 3 cr.

Instructor: Pamela Eddy
Office: SOE 3082
blackboard.wm.edu

Campus Telephone: 757.221.2349
E-mail: pamela.eddy@wm.edu

Office Hours: By appointment

Course Description: A course for advanced graduate students on the organization and governance of institutions of higher education. Attention is given to understanding higher education organizational development, structure, characteristics, settings, and internal and external influences. In addition, administrative roles, decision making problem solving and political realities are examined.

Relationship of This Course to Program and Professional Standards: This course is a required higher education core course for graduate students working toward the master's degree or the doctoral degree in Educational Policy, Planning, and Leadership.

Course Purposes: This course is intended to enhance understanding of the processes and structures by which colleges and universities are governed. Consideration is given to theoretical perspectives on the unique character of higher education organizations, to norms of practice, and to issues that illuminate the nature of leadership in colleges and universities. Special attention is paid to the interface between public governing bodies and the management of higher education systems.

Course Objectives

Several objectives exist for this course. First, students will learn to distinguish various organizational models, recognize how these theories operate within academic organizations, and evaluate the strengths and weaknesses of each theory. A second objective of the course is to help students identify and understand the underlying philosophical assumptions of various organizational theories. Students will explore fundamental paradigm differences in how organizations have been conceptualized over the years. Included here is an understanding of differential impacts for diverse populations. A third objective is to assist students in synthesizing their own theoretical perspectives for making sense of organizational life. Students will be challenged to identify their own core values, integrate such values with the literature on organizations, and use the knowledge

effectively in practice. Finally, students will investigate the role of context in understanding applications of organizational theory and governance. In particular, international contexts provide different systems and organizations of higher education and diverse stakeholders present different paradigms for enactment of organizational theories.

Course Outcomes:

Upon completion of the course, students will be able to:

1. Understand and relate the historical development of organization and governance patterns in American colleges and universities.
2. Identify and describe common patterns and practices in the organization of colleges and universities.
3. Recognize and evaluate common (and alternative) theoretical perspectives on colleges and universities as organizations.
4. Apply analytical perspectives to the problems of legitimacy and effectiveness in governing.
5. Assess the forms and impact of leadership on decision-making in higher education.
6. Recognize the ways in which informal processes and organizational culture affect the management of conflict in academic settings.
7. Evaluate implications of organizational operations on diverse populations.
8. Compare US higher education structures and operations with international forms of organization of higher education systems.
9. Analyze problems in strategy formation and execution in the context of college and university organization.
10. Develop ideas and plans for the study of academic governance.
11. Analyze contemporary issues for their impact on governance.
12. Develop a personal profile of educational leadership

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Course activities:

The following course activities will be employed:

- Lecture
- Assigned and recommended readings
- Discussion
- Assigned projects related to organizational theory and governance.

Texts:

Bolman, L. G., & Deal, T. E. (2008). *Reframing organizations: Artistry, choice, and leadership* (4th ed.). San Francisco, CA: Jossey-Bass. (**W & M Bookstore**)

Morgan, G. (2006). *Images of organizations* (2nd ed.). Thousand Oaks, CA: Sage Publications. (**W & M Bookstore**)

ACADEMIC HONESTY: William and Mary is a community of trust in which the conduct of its members is assumed to be honorable. Your course work must be a product of your own efforts and must align with professional ethics. Plagiarism, cheating, and other forms of dishonest behavior is prohibited. Be attentive to plagiarism since careless presentation of others' ideas without proper citation still constitutes plagiarism and will be sanctioned through the honor code. Students are reminded to review terms of the Honor Code at: <http://web.wm.edu/so/honor-council/honorcode.htm> Any assignment that shows evidence of plagiarism will receive an automatic zero grade and honor code protocols will be followed.

Accommodation: I will accommodate students with disabilities. Please inform me of any limitations and discuss necessary accommodations.

Civility Statement: Each William and Mary student is encouraged to help create an environment during class that promotes learning, dignity, and mutual respect for everyone. Students who speak at inappropriate times, sleep in class, display inattention, take frequent breaks, interrupt the class by coming to class late, engage in loud or distracting behaviors, use cell phones or pagers in class, use inappropriate language, are verbally abusive, display defiance or disrespect to others, or behave aggressively toward others could be asked to leave the class and subjected to disciplinary action under the Code of Student Rights, Responsibilities and disciplinary Procedures.

Cell Phones, Laptops, and Other Electronic Devices: If you bring a cell phone or other electronic device to class, please assure that it is either off or on silent mode and out of sight. In the very unusual event that you must take a call during class, please sit near the door and leave the room quietly. Laptops can provide a good learning tool when used appropriately. Please refrain from personal use during class such as checking e-mail, chatting, surfing, or playing games. There will be times in class discussion that a

“technology free” time will be imposed. There will also be opportunities for laptop use for individual and group activities. I expect prudent use of technology in class.

Class Expectations: You are responsible for completing the required readings in advance of the designated class session. Come to class prepared to engage in critical analysis and critique of the reading materials. Your contributions add to the learning experiences of others, please take this responsibility seriously.

Written Assignments: All written assignments must be submitted electronically via the Blackboard site or via e-mail to me (pamela.eddy@wm.edu). Paper format should be double-spaced with one-inch margins. References should be scholarly and cited in appropriate APA format. Please note you should be using the 6th edition of the *APA Manual*.

Course outline:

Given the assignments of this course, the student will demonstrate, in discussion, oral and written presentations, and product development, **knowledge and comprehension** of each of the following topics as well as the ability to **apply that knowledge to analysis** of educational programs and practices.

Date

I. ORGANIZATIONAL FRAMEWORKS IN ACADEMIC ORGANIZATIONS

January 21 **Topic:** Introductions
Review of the syllabus
Group processing

January 28 **Topic:** ORGANIZATIONS AS SYSTEMS

Read: Bolman & Deal: Chapters 1 & 2
Morgan: Chapter 1 & 3
Bess & Dee: Approaches to Organizational Analysis (BB)

Optional Background:
Duryea: Evolution of University Organizations (BB)

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Goal: Recognize and evaluate common (and alternative) theoretical perspectives on colleges and universities as organizations.

February 4 **Topic:** ORGANIZATIONS AS MACHINES

ONLINE **Read:** Bolman & Deal: Chapter 3
Morgan: Chapter 2

Hatch: A brief history of org theory (BB)
Toma: Structure (BB)

Due: Team A Class Notes

Goal: Identify and describe common patterns and practices in the organization of colleges and universities.

February 11

Topic: BUREACRATIC UNIVERSITIES

Read: Bolman & Deal: Chapter 4
Mintzberg: The Professional Bureaucracy (BB)
Dill: The nature of Administrative Behavior in Higher Ed (BB)
Weber: Bureaucracy (BB)

Goal: Apply analytical perspectives to the problems of legitimacy and effectiveness in governing.

February 18

Topic: ORGANIZATIONS AS HUMAN RELATIONS

Read: Bolman & Deal: Chapters 6 & 7
Morgan: Chapter 9
Bennis: The Secret of Groups

Due: Team B Class Notes

Goal: Understand and relate the historical development of organization and governance patterns in American colleges and universities.

February 25

Topic: ORGANIZATIONS AS POLITICAL SYSTEMS

Read: Bolman & Deal: Chapter 9
Morgan: Chapter 6
Cohen & March: Leadership in an Organized Anarchy (BB)
Clark: The Organizational Saga in Higher Education (BB)

Due: Team C Class Notes/ Individual Case Study

Goal: Analyze problems in strategy formation and execution in the context of college and university organization.

March 4

BREAK

March 11

Topic: ORGANIZATIONS AS CULTURES

Read: Bolman & Deal: Chapter 12
Morgan: Chapter 5
Bess & Dee: Chapter 11 (BB)
Hendrickson et al.: Chapter 3 (BB)

Due: Team D Class Notes

Goal: Recognize the ways in which informal processes and organizational culture affect the management of conflict in academic settings.

March 18

Topic: APPLYING CULTURE IN HIGHER EDUCATION

Read: Pfeffer: Ambiguity of Leadership (BB)
Tierney: Symbolism & Presidential Perceptions of Leadership (BB)
Gumport: Academic Structure, Culture... (BB)
Peterson & Spencer: Understanding Academic Culture/Climate (BB)

Due: Team E Class Notes

Goal: Develop a personal profile of educational leadership

March 25

Topic: ORGANIZATIONS AS BRAINS

Read: Morgan: Chapter BRAINS
Senge: Building Learning Organizations (BB)
Kezar—Organizational learning (BB)
Katz & Kahn: Organizations and the System Concept (BB)

Due: Team A Class Notes

Goal: Goal: Recognize the ways in which informal processes and organizational culture affect the management of conflict in academic settings.

II. ADMINISTRATIVE AND LEADERSHIP PROCESSES IN ACADEMIC ORGANIZATIONS

April 1

Topic: GOVERNANCE

Read: Hendrickson et al.: Chapters 9 and 11 (BB)
Crellin: The future of shared governance
Hartley: Reconcilable Differences (BB)

Due: Team B Class Notes/Group Case Study

Goal: Develop ideas and plans for the study of academic governance.

April 8

Topic: DECISION-MAKING AND PLANNING

Read: Chaffee: Five Models of Organizational Decision Making (BB)
Leslie & Fretwell: Decisions and Conflict (BB)
Peterson: Contextual Planning (BB)
Argyris: Interpersonal barriers to decision making (BB)

Due: Team C Class Notes

Goal: Assess the forms and impact of leadership on decision-making in higher education.

April 15

Topic: ORGANIZATIONAL ADAPTATION AND CHANGE

Read: Cameron: Organizational Adaptation and Higher Education (BB)
Eckel & Kezar: The Effect of Institutional Culture on Change (BB)
Hickman: Organizational Change Practices (BB)
Heifetz: Leadership Without Easy Answers (BB)

Due: Team D Class Notes/Individual Case Analysis

Goal: Analyze contemporary issues for their impact on governance

April 22

Topic: ORGANIZATIONAL ADAPTATION AND CHANGE (part two)

ONLINE

Read: Bess & Dee: Organizational Change in Higher Education (BB)
Gioia & Thomas: Sensemaking During Strategic Change (BB)
Neumann: The Social Construction of Resource Stress (BB)
Simsek & Seashore Louis: Organizational Change as Paradigm Shift (BB)

Goal: Analyze contemporary issues for their impact on governance

April 29

Topic: LEADERSHIP AND ORGANIZATIONAL ISSUES

Read: Amey: Leadership in Higher Education (BB)
Aguirre & Martinez: Leadership/Diversity in Higher Education (BB)
Fullan & Scott: Leadership Capacity for Turnaround (BB)
Haake: Doing Leadership in Higher Education (BB)

Due: Team E Class Notes/Personal Organizational Philosophy

Goal: Develop a personal profile of educational leadership.

May 6

Topic: INTERNATIONAL GOVERNANCE & OPERATIONS

Read: Cummings & Finkelstein: Global Trends in Academic Gov (BB)
Optional. Marginson & van de Wende: Globalization (BB)

Due: International Presentations

Goal: Compare US higher education structures and operations with international forms of organization of higher education systems.

Evaluation:

1. Course Reflection	20%
2. Personal Organizational Philosophy	10%
3. Individual Case Study	15%
4. Group Case Creation	20%
a. Individual Analysis	20%
5. International Comparison	15%
Total:	100%

A = Excellent work: well-conceived, logically developed, thoroughly documented, clearly written. Fully meets the Goal of the assignment.

B = Competent work: Needs further development on one or more of the above dimensions. Generally meets the Goal of the assignment.

C = Flawed work: One or more serious problems are noted; work is generally not acceptable at the graduate level.

Expectations: Students will be expected to prepare written assignments with care. Written work should reflect both a professional level of understanding and attention to clear and logical presentation. Questions posed in the assignment must be answered clearly and concisely. Course assignments are due at the by midnight on the due date. **Late work will not be accepted** except under extenuating circumstances or with prior approval of the instructor. Do not wait until the last minute to submit your paper as technical problems are not an acceptable excuse. Late work will receive an automatic deduction of 10%.

Assignments:

1. Course Reflection—(20%)

Reflection provides a valuable tool to think about what you are learning and creates a forum in which to process new information to incorporate into your practice. Students will work on a team to summarize class discussions and create a coauthored set of class notes on our class wiki. You will work collaboratively to

add additional material that helps to extend the course conversation and further supports the course content. Students will:

- Coauthor class notes and synthesize the core of the topic (200-300 word summary)
- Define course terminology and use supporting information to illustrate the definitions.
- Use external resources to provide additional course materials (e.g., scholarly articles, data sources, video clips, podcasts, etc.). Links should be provide to a minimum of three additional resources that support or extent the topic of the class session in question.

We will spend some time in class going over the basic functions of a wiki prior to the first deadline. Additionally, you can find help at <http://www.wmwikis.net/> and in the wiki folder under course information on our Blackboard site. The wiki link to the site is: <http://classnotes--org-and-gov-2013.wmwikis.net/>

DUE: See Above for each Group Due Dates

2. Personal Organizational Philosophy—(10%)

Personal Organizational Philosophy (6-8 pages). Use the theories covered in class as a basis for describing your own organizational philosophy. First, define your philosophy and then explain how this approach helps you make sense of organizational operations. Provide examples of how this approach might be useful in real-life. Be sure your philosophy and organizational orientation reflects both the current educational environment as well as those you expect to exist in the future.

DUE: April 29th

3. Case Studies—(55%)

Case studies provide a means to put theory to practice using a scenario that creates an opportunity to explore more fully the various theories. You should endeavor to identify the main problem, suggest the major competing forces, outline prospective alternative solutions with the positive and negative benefits of each, and propose a preferred solution with its rationale. Responses to case studies will be analyzed for problem-analysis and decision-making skills. Analysis should be 5-8 pages in length.

DUE: (15%) Individual Case Study—February 25th

Organizational Analysis

Students will create a group case study that they will use for analysis using a variety of organizational lenses reviewed in the course. The final case study for the course should draw on the student's own experiences with some organizational aspect or issue in education. This project will be done in phases—first with the

identification of the group topic; second with an outline; finally with the completed case. The case format should be similar to those covered in class, namely creating an organizational issue to respond to using the various theories presented in class. Think of the case like a soap opera of sorts—create a cast of characters, set the scene with some conflict, and set the process in motion. Group cases will be posted for individuals to select the case they desire for their final analysis. The group's case should be a maximum of 12 pages long and explain the background of your case and contain any supplemental information.

From the group cases, individuals will be assigned to another group case. You should provide a final report that includes your individual analysis of the situation—consider how your analysis ties in to your personal organizational philosophy. Individual case analysis should be 6-8 pages.

Due: (20%) Group Case—April 1st
(20%) Individual Analysis—April 15th

4 International Governance Comparative Presentation (15%)

Globally, higher education is becoming more connected. Yet, historic roots still dictate governance patterns for organizational operations in colleges and universities. Country/regional teams will be developed with each group presenting a summary of the higher education system in the country and its form of governance. Within each regional group, students will present their executive summary overview of their country. The group process will be twofold. First, students will respond to the prompts outlined below. Second, the group will synthesize across the presentations and report out on the commonalities among the countries and the major differences. Areas of future concern should be noted.

Group Question Prompts:

1. What type of organizational frame would be most successful in the countries in this group?
2. As the consultant to the new Minister of Education for the country in question, what advice would you give about areas for initial focus?
3. What is assumed within the system about the underlying culture?
4. How does the culture influence the governance in place?

Executive Summary

The executive summary should contain the following key areas:

- Overview of the country's governance structure for higher education including number of higher education institutions, number of students, faculty roles, etc.
- Summary of current higher education issues
- Outline of frames of organizational operations
- View of the governance structure using multiple paradigms
- Identification of the type of leadership that would thrive in this system

Due: May 6th

Bibliography

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