

EDHI 6410: Higher Education Administration & Organization

Spring 2024

SAMPLE

Instructor

Brittany M. Williams, Ph.D. (She/Her/Hers)

Email: --

Twitter: @DrBritWilliams

Drop-In hours: --

Online Scheduling: Check Brightspace for Links

Virtual Meetings: Check Brightspace for Links

Note: Please address me as Dr. Brit, Dr. Williams, or Dr. BMW

Course Meetings

Campus Classroom

January 16 to May 3

Tuesdays, 1:15-4:15pm

Land, Labor, Decolonization, and Anti-Blackness Statement

The University of Vermont campus was established on the traditional homelands of the Abenaki nation of Missisquoi. Many Indigenous people have and continue to live on these lands despite the brute force of colonization, both historic and contemporary. While acknowledging the truth of this erasure, abuse, and outright occupation is a first step, I believe it is one of many on a continuum toward decolonization.

Similarly, much of the prosperous economic growth, development, and popular culture we associate with the United States “has been made possible by the labor of enslaved Africans and their ascendants who suffered the horror of the transatlantic trafficking of their people, chattel slavery, Jim Crow, [and, the new Jim Crow]” (Stewart, 2021). We are all indebted to their labor and sacrifices in the face of sustained and continuously emerging violence—violence and labor that made U.S. land grant colleges and universities possible.

As a Black woman descendant of survivors of the Trans-Atlantic Slave Trade, I have a contentious and complex relationship with these lands while simultaneously benefitting from them through my tenure track employment. For this reason, I do my part to advance decolonization as an educator by centering Indigenous people, their knowledge, and their contributions within my classrooms through course readings. I similarly work to disrupt anti-Blackness in tandem with anticolonialism by being attuned to power and dynamics that uphold colonization and anti-Blackness. Accordingly, as my students, I encourage all of you to join me in considering how settler colonialism and anti-Blackness have and continue to impact higher education and student affairs administration.

Together, we will learn.

Course Catalog Description

Introduction to concepts of administration and organization as applied to contemporary higher education setting. Characteristics of organizations, dynamic elements of administration, and theories and processes of change.

Course Description

Effective higher education leadership requires knowledge of organizational theory, organizational development, institutional processes, and critical organizational change. As future leaders, students in this course will discuss various aspects of higher education organization, leadership, and administration, including theoretical dimensions of the work.

COURSE OBJECTIVES:

1. Discuss, analyze, and interpret academic processes and structures in American higher education, including finance, politics, governance, and culture.
2. Learn about organizational development, theories, and related leadership concepts.
3. Discuss general and contemporary organizational theories applied to higher education.
4. Understand management and leadership principles within higher education institutions.
5. Gain an understanding of the complexity of higher education institutions.
6. Apply a justice lens to the content of the course, including the role of organization and administration in promoting or deterring the equitable distribution of resources, raised social consciousness, and reparations for past and current harms on a micro and macro-level.

Council for the Advancement of Standards in Higher Education. (2019). *CAS professional standards for higher education* (10th ed.).

Course Objectives and Competencies

This course is designed to introduce and deepen students' knowledge around the eight major organizational theories, frames and structures found in higher education settings. Course participants can expect to develop awareness of the major frames and theories of higher education organizations; identify how organizational change processes and function vary by organizational type; describe and recall pros and cons of varying organizational types; and discuss the role of identity, power, and privilege in organizational function(s).

At the end of this course, students will be able to: (1) Categorize and apply the major theories and existing research on organizations, and critically analyze and compare theories; (2) Identify and describe the ways in which organizational theory enhances administrative effectiveness in higher education; (3) Synthesize knowledge of organizational theory with research and leadership practice; (4) Apply organizational theory to decision making, particularly when addressing organizational problems and change; (5) Describe the role of power, privilege, and identity in the function of higher education organizations by structure and type; and (6) Convey a strong understanding of organizational theory through production of scholarly written material.

ACPA/NASPA COMPETENCIES: The following professional student affairs competencies will be addressed:

Social Justice and Inclusion (SJI): For the Social Justice and Inclusion competency area, social justice is defined as both *a process and a goal* that includes the knowledge, skills, and dispositions needed to create learning environments that foster equitable participation of all groups and seeks to address issues of oppression, privilege, and power. This competency involves student affairs educators who have a sense of their own agency and social responsibility that includes others, their community, and the larger global context. Student affairs educators may incorporate social justice and inclusion competencies into their practice through seeking to meet the needs of all groups, equitably distributing resources, raising social consciousness, and repairing past and current harms on campus communities.

Personal and Ethical Foundations (PEF): The Personal and Ethical Foundations competency area involves the knowledge, skills, and dispositions to develop and maintain integrity in one's life and work; this includes thoughtful development, critique, and adherence to a holistic and comprehensive standard of ethic and commitment to one's own wellness and growth. Personal and ethical foundations are aligned because integrity has an internal locus informed by a combination of external ethical guidelines, an internal voice of care, and our own lived experiences. Our personal and ethical foundations grow through a process of curiosity, reflection, and self-authorship.

Values, Philosophy and History (VPH): The Values, Philosophy, and History competency area involves knowledge, skills, and dispositions that connect the history, philosophy, and values of the student affairs profession to one's current professional practice. This competency area embodies the foundations of the profession from which current and future research, scholarship, and practice will change and grow. The commitment to demonstrating this competency area ensures that our present and future practices are informed by an understanding of the profession's history, philosophy, and values.

Law, Policy and Governance (LPG): The Law, Policy, and Governance competency area includes the knowledge, skills, and dispositions relating to policy development processes used in various contexts, the application of legal constructs, compliance/policy issues, and the understanding of governance structures and their impact on one's professional practice.

Organization and Human Resources (OHR): The Organizational and Human Resources competency area includes knowledge, skills, and dispositions used in the management of institutional human capital, financial, and physical resources. This competency area recognizes that student affairs professionals bring personal strengths and grow as managers through challenging themselves to build new skills in the selection, supervision, motivation, and formal evaluation of staff; resolution of conflict; management of the politics of organizational discourse; and the effective application of strategies and techniques associated with financial resources, facilities management, fundraising, technology, crisis management, risk management and sustainable resources.

Leadership (LEAD): The Leadership competency area addresses the knowledge, skills, and dispositions required of a leader, with or without positional authority. Leadership involves both the individual role of a leader and the leadership process of individuals working together to envision, plan, and affect change in organizations and respond to broad based constituencies and

issues. This can include working with students, student affairs colleagues, faculty, and community members. This section is organized by the leadership learning concepts of Education, knowledge construction and articulation; Training, skill identification, and enhancement; Development, personal reflection, and growth; and Engagement, active participation, and application.

ACPA: College Student Educators International & NASPA: Student Affairs Administrators in Higher Education. (2016). *Professional competency areas for student affairs educators: Rubrics task force*.

(Adapted from Arámbula Turner, 2023)

Expectations

You can expect me to be responsible for arriving promptly on time and prepared for class; for being willing and able to participate fully; for treating your work with interest and respect; for returning your material to you in a timely manner; and for being available to help you address whatever academic concerns you may have. In return, I expect you to participate in class (whether online or hybrid); to be ready and able to participate; to treat all members of our class with respect; to do your best on your assignments; to turn in assigned work on time; and to meet with me if you have questions regarding the material or are having problems with the class.

As a class, during week 1, we also agreed together to expect the following of one another:

- Honor the unique experiences we each bring to the learning environment
- Recognize that active participation looks different for different folks
- Be kind about telling people when to move up and move back in conversation
- Use I statement(s) and speaking for ourselves
- Understand we all have unique experiences with how much we know and how we will use what we learn

Class Participation/Engagement: To meet the learning objectives outlined for this course, you must be prepared and actively participate in the class discussions and the experiential aspects of the course. In-person and virtual engagement, promptness, preparation, and participation are essential if we are to create a class community that promotes cognitive learning and skill development. Accordingly, you must adhere to the discussion board posting and response timelines. Failure to engage in the online portions of this course will severely impact your grade.

(Adapted from Melton, 2011)

Required Texts and Course Expectations

To contribute meaningfully to class discussions, you must have read and thought about your assignments and other readings before coming to class.

Required Texts:

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.).

Manning, K. (2017). *Organizational theory in higher education* (2nd Ed.). Routledge.
Grammarly Premium.

Additional course readings are available online.

***Note:** The readings and assignments required for this class follow a general course plan; however, deviations may be necessary. I will post all changes to Brightspace.*

Brightspace Readings: Additional readings and assignments are on Brightspace: <https://brightspace.uvm.edu>. You will log in with your NetID and password (the same as for email). Once you log in, EDHI 6410 should be listed under courses.

Communications Policy: I appreciate student eagerness and readiness to engage the course material. However, your failure to plan cannot and will not constitute my emergency. You can expect me to generally respond to class comments and concerns within 24-48 business hours. This time period may increase if I am away for a conference or other professional development matters. I will respond to both email and Brightspace posts in the course questions section within the same time frames. If something is pressing and I have failed to respond after 72 business hours outside of a conference or holiday, please feel free to send me a gentle reminder. You do not have to email me and post on Brightspace, as both will come to my inbox (unless I miss something after three business days).

Netiquette: We will have some interactive, online components for this course. Accordingly, netiquette (or internet etiquette) is important in the function of hybrid learning. Although I do not subscribe to the notion of setting rules for the class on my own, I ask that you consider the following—Please treat your online course commentary as you would an in-person course. Be descriptive and detailed in your writing, critique ideas and not people, and be sure your online responses are timely, relevant, and connected. We may decide on additions to our set of class norms for engagement together during the first week, as described on pg.4.

Course Assignments and Late Work: Assignments are due on the dates indicated in Brightspace only (no emailed assignments). It might be helpful for you to use each other to review and proofread, discuss concepts, and develop ideas. You may also visit the Graduate Writing Center. However, please make sure that your work is indeed your own and that you give credit where credit is due. Typographical and grammatical errors weaken your credibility as a writer and make your arguments more difficult to understand. Your effectiveness as a presenter also affects your ability to convey concepts. Skillful use of language, proofreading, and presentation skills will be rewarded in your grade, whereas weaknesses will be noted and taken into consideration when grading. Written assignments must be submitted in APA Style (7th Edition, Professional) unless otherwise noted and *must* be in Microsoft Word size 12 Times New Roman. If you email me an assignment and do not upload it into Brightspace, you will receive an F on that assignment.

Extremely late assignments may receive little-to-no written feedback and may receive a lower grade unless you have received approval from me before the due date. Typically, late assignments will be graded as usual and then deducted one grade level and returned without commentary. Accidents, emergencies, pandemics, deaths, childbirths, etc. happen. I am always willing to work with my students. However, exceptions to this policy are at my discretion.

Special Learning Needs: I want this to be a successful classroom experience. As detailed more in-depth in the latter portions of the syllabus, I am **always** willing to offer special learning needs accommodations *with* or *without* documentation on an individual basis. Please get in touch with me directly if you have questions or concerns. Review the back end of the syllabus for more information.

Technical Support and Class Assistance: Please read the technology checklist via the link below to make sure you are ready for classes. You may also contact the UVM Helpline (802-656-2604) for support with technical issues. <https://www.uvm.edu/it/kb/student-technology-resources/>

Graded Learning Activities

For each submitted assignment, please include a cover sheet with your full name, assignment title or description, date submitted, and course number (EDHI 6410). Your assignment should follow APA guidelines regarding font (Size 12 times new roman), spacing (e.g., double throughout with no additional spaces before/ after paragraphs), etc. *You should also save your assignment as “Lastname_Firstname_Assignment” (e.g., “Williams_Brit_FinalPaper”)* for easy tracking. You must submit an electronic copy of your work in Microsoft Word unless assignment details or the instructor specifies otherwise. **All assignments are due by 10:00pm ET on the dates listed.**

There are **four** core assignments in this course. Students should use the following scales and assignment descriptions to successfully complete this course. We will cover the syllabus on day 1 and a working version will exist in in Brightspace for your convenience. I *strongly* recommend you bring all questions for clarification the first day of class.

Overall Assignments and Point Allocations			
Assignment	Points and Deadline		
Deliberate Decisions	Team/ role/ dept. research and strategizing	30%	Varies (review weekly schedule)
	Speeches and resolutions		
	Active participation		
Policy Analysis		30%	Feb 20
Choose Your Own Adventure	Proposal/ Outline (2.5%)	30%	March 5
	Assigned Materials and Facilitation Guide (5%)		April 2
	Class facilitation (17.5%)		April 16 or 23
	Assignment engagement and reflection (5%)		
Philosophy of Administration		10%	May 3
Total Points		100%	

Grades are reported and recorded as letter grades. Graduate students do not receive a grade of D. Student grade point averages (GPA) are calculated from the following quality point equivalents.

For more information on grading and GPA calculations, please visit
www.uvm.edu/registrar/grades

Grade	Points	Credits
A	93-100	4.00
A-	90-92	3.67
B+	87-89	3.33
B	83-86	3.00
B-	80-82	2.67
C+	77-79	2.33
C	73-76	2.00
C-	70-72	1.67
F	69 or less	0.00
XF	Failure resulting from academic dishonesty. The XF grade is equivalent to the grade of F in the determination of GPAs and academic standing. (Effective fall, 2005)	

If you would like to contest a grade, please follow the procedures outlined in the policy found at
<http://www.uvm.edu/policies/student/gradeappeals.pdf>

Assignments are *ONLY* accepted in Brightspace. I will NOT accept emailed work.

Deliberate Decisions [30%]

As HESA practitioners, you will be challenged throughout your career to make decisions for your offices, departments, institutions, and the broader good of higher education. The purpose of the Deliberate Decisions role play assignment is for students to embody campus roles and engage in decision-making practice, idea generation, and policy/bill/programmatic change praxis in a controlled environment.

This game-based learning activity will require everyone's active participation, engagement, and commitment. What we get out of this assignment is based entirely on our commitments to this game as a class.

There are no rules to this assignment except the following:

- Final decisions for all assignments, expectations, etc., rest with Dr. Williams.
- Parties in role play will form teams/factions and can change teams/factions as deemed necessary.
- The expectations, conditions, and rules of the game can change at any time.

This assignment is more about critical thinking and the process of executing rather than the actual end product. Beginning in week 2, you will learn the context, scope, and structure of the game. Teams, offices, and factions will begin by creating their own job descriptions and responsibilities for gameplay.

Section	Point Allocation
Creates a clear and concise job description and role	2.5
Actively engages in team/faction discussions, speeches, and lobbying	7
Demonstrates a strong understanding of the decisions they should make based upon their role, factions, and/or personal alliances	7
Uses course content (here and otherwise), evidence, and research to support the ideas and proposals initiated	7
Asks intentional and thoughtful questions throughout the gameplay to spur intellectual imagination and ingenuity	4
Completes a reflection essay	2.5
Total	30

The Deliberate Decisions Assignment is worth 30% of your final grade.

Policy Analysis [30%]

In groups of 2-3, identify a university policy of interest on the UVM Policies webpage. From there, conduct relevant background research and write a policy analysis report of 10-12 pages that offers readers a concise explanation of the policy and summary of the relevant issues, relays relevant background and context of the policy and its history; ties the policy to broader higher education administration practice, issues, and norms within and beyond UVM; includes critiques and elucidates strengths of the current policy; and close with recommendations for policy improvements for praxis. Your full 10-12-page report should include the following sections:

- Executive summary memo
- Policy background and history
- Policy purpose and function
- Connections to broader U.S. higher education
- Policy strengths and areas for improvement
- Suggestions for policy changes to increase institutional effectiveness.

The executive summary memo should be 1-2 pages single-spaced.

For tips on writing a policy analysis, refer to:

https://educationalequity.org/sites/default/files/documents/best_practices_-_policy_memo.pdf or <https://www-cdn.law.stanford.edu/wp-content/uploads/2015/04/White-Papers-Guidelines.pdf>.

For an example of a full issue/policy report, please review the following:

Brown, Z., Williams, J. & Esters, L. (2021). *Presidents and their strategies to build partnerships at HBCUs*. Samuel DeWitt Proctor Institute for Leadership, Equity, & Justice. https://proctor.gse.rutgers.edu/sites/default/files/MSIreportFeb21_R4.pdf

You are also strongly encouraged to consult with the UVM Graduate Writing Center for support. And to know that your analytic report will slightly differ from the examples provided above.

Section	Point Allocation
Clearly articulates the problem, issue, and context in the summary memo for readers quickly glancing	5
Illuminates detail about the policy's history, background, and/or application	5
Provides concrete examples of how the policy is connected to U.S. higher education more broadly and the contexts, organizations, and environments that necessitate its existence	5
Lists specific strengths and areas for opportunities to improve the policy and its praxis at UVM	5
Design is visually appealing, accessible, and useful for campus organization and administration stakeholders	5
In class presentation/Q&A discussion	5
Total	30

The Policy Analysis Assignment is worth 30% of your final grade.

Choose Your Own Adventure [30%]

Collaboration is integral in higher education because students, parents, and campus employees alike rarely experience individual offices or departments. Instead, they experience the whole campus environment. This is especially true for faculty, staff, and students who feel relegated to the margins of campus, who feel their ideas and experiences are not covered, or who otherwise feel decentered because of our campus communications, resource allocation, support services, etc.

The purpose of this assignment is to help you gain experience with facilitation and teaching, course design, source material selection, and critical thinking. In two teams, you will lead the class during one of the two weeks outlined in the syllabus (April 16th or 23rd). Accordingly, you will work in two teams to choose a student population/sub-group we have yet to discuss in class. From there, each team, during their lead week, will do the following:

- Select a campus population/sub-group we have yet to discuss in class and create a facilitation proposal plan outlining your population, rationale for selection, and plan for material selection
- Identify a list of materials for your peers to review relating to your selected population. You will submit your list to me for approval (please note the due date for this, to give your peers ample time to prepare). I will only veto readings considered egregious (e.g., fake news websites, pay-for-publication journals, full dissertations, etc.). The materials will then be added to Brightspace.
 - You are welcome to choose any combination of resources. However, I suggest you consider the quantity, quality, and depth of the materials that you will select.
- Create a facilitation guide (due on the dates listed) outlining your plans for leading the class. Your facilitation plan must include coverage for a full two-and-a-half-hour portion of the class, inclusive of a 15-minute break.
- Once you have completed your team facilitation, you will submit a reflection. Your reflection will cover your experiences as part of the team and elucidate your contributions to the overall activity.

Those who are not facilitating are expected to:

- Complete all readings/ viewings as assigned
- Actively participate
- Complete a team presentation assessment

Point Allocations

Section	Point Allocation	
Clearly, well-prepared initial plan and rationale outlining your selected group population	2.5	
Material identification, selection, and timely submission for upload	5	7.5
Facilitation guide, submission, and adjustments for any feedback	2.5	

Facilitation execution: guiding questions, time management, thoughtful pushback, and reframing, etc.	10	15
Facilitation engagement and creativity	5	
Active participation and engagement during the team presentation (2 as a team lead; 2 as a student attendee)	4	5
Post-assignment reflections (0.5 as a team lead; 0.5 as a student attendee)	1	
Total	30	

The Choose Your Own Adventure 30% of your final grade.

Philosophy of Activism, Advocacy, and Administration (Triple-A) [10%]

Many professional positions in student affairs require a philosophy of practice or student development statement. Such philosophy statements are designed to help selection committees better understand how you approach, facilitate, and support, student learning and development within the context of your functional area(s) professional practice. However, these statements rarely allow practitioners to reflect on how they balance their calls to, experiences with, or positions on balancing activism and advocacy with the demands of serving in an administration role or capacity.

As graduate students who are preparing for campus administration, it is vital that you develop a clear understanding of how your personal convictions, actions, and ideals intersect and influence your practice. This assignment will provide you with an opportunity to engage in guided self-reflection and critical thinking to effectively convey how you have or will navigate(d) the complexities of campus responsibilities and your (inter)personal values and beliefs.

Before beginning this assignment, consider whether you engage in campus activism or advocacy as a HESA professional (in training or otherwise). Once you determine where you fall, in 1,200 to 1,500 words, articulate the following:

- Who are you, what is your philosophy of professional practice as a HESA administrator, and how do you or would you balance that with activism or advocacy? (Note: if you have no intentions of doing so, please name that.)
- Articulate who informs your philosophy and what theories and concepts with which you most align in developing this perspective.
- What, if any, ethical considerations and challenges have you or do you expect to negotiate when navigating the tensions between administration and activism and/or advocacy?
 - How will you address these tensions while staying aligned with your core values?
- How does your approach/philosophy enhance or facilitate student learning, growth, and development?
- Conclude your philosophy by succinctly reminding the reader of your key points and approaches to balancing these tensions.

Note: This assignment is designed to encourage self-reflection and critical thinking. There is no right or wrong answer. My intent is for you to focus on developing a coherent and well-supported philosophy statement that reflects your personal values, beliefs, and aspirations. Please remember to cite and add a references page if appropriate. Use a clear and concise writing style, ensuring standard grammar, punctuation, and APA formatting.

Point Allocations

Section	Point Allocation
Quality of clarity in one's own elucidation of, approaches to, and beliefs around serving as an administrator and balancing activism and/or	5

advocacy, including connections to student growth, considerations of tensions, and a succinct closing	
Statement clearly demonstrates connections to theory/ research or other evidence-based practices	3
Grammar/Syntax/APA 7 Alignment	2
Total	10

The Philosophy Triple A Statement is worth 10% of your final grade

Weekly Class Schedule

Note: Additional readings beyond the course text are available on Brightspace for this course.

Week	Date	Topic	Readings/ Materials Due	Assignment Due
1	1/16	Introduction/ What do we mean by organization and administration?	N/A	Deliberate Decisions Team Selections
2	1/23	Introductions & Setting the Stage	<p>Manning, Chapter 1</p> <p>Kelchen, R. (2018, February 22). <i>Why accountability efforts in higher education often fail</i>. The Conversation. www.theconversation.com/why-accountability-efforts-in-higher-education-often-fail-91716</p> <p>Loeb, S., Paglayan, A., & Taylor, E.S. (2015). Understanding human resources in broad-access higher education. In M. W. Kirst, & M. L. Stevens (Eds.), <i>Remaking College: The Changing Ecology of Higher Education</i> (pp. 213-236). Stanford University Press.</p> <p>Saunders, D. B. (2010). Neoliberal ideology and public higher education in the United States. <i>Journal for Critical Education Policy Studies</i>, 8(1), 41-77.</p> <p>Stevens, M. (2015) Introduction: The changing ecology of U.S. Higher education. In M. W. Kirst, & M. L. Stevens (Eds.), <i>Remaking College: The Changing Ecology of Higher Education</i> (pp. 1-18). Stanford University Press.</p> <p>Vuori, J. (2018). Understanding academic leadership using the four-frame model. <i>Theoretical and Methodological Perspectives on Higher</i></p>	Policy Analysis Group Selections

			<i>Education Management and Transformation: An Advanced Reader for PhD Students.</i>	
3	1/30	Bureaucracy	<p>Manning, Chapter 2</p> <p>Carroll, D. (2017). A faculty Woman of Color and micro-invalidations at a White research institution: A case of intersectionality and institutional betrayal. <i>Administrative Issues Journal</i>, 7(1), 4.</p> <p>Kezar, A. & Fries-Britt, S. (2020). <i>Leading after a racial crisis: Weaving a campus tapestry of diversity and inclusion</i>. ACE. (Read Executive Summary Only).</p> <p>Knox, L. (2019, June 18). <u><i>'These cuts have real consequences': A new study surveys the damage of state disinvestment in public universities</i></u>. The Chronicle of Higher Education.</p> <p>Simon, C. (2017, September 5). <i>Bureaucrats And buildings: The case for why college is so expensive</i>. Forbes. https://www.forbes.com/sites/carolinesimon/2017/09/05/bureaucrats-and-buildings-the-case-for-why-college-is-so-expensive/#26c61201456a</p>	Deliberate Decisions Budget
4	2/6	Collegium	<p>Manning, Chapter 3</p> <p>Commodore, F., Gasman, M., Conrad, C., & Nguyen, T. H. (2018, May). Coming together: A case study of collaboration between student affairs and faculty at Norfolk State University. <i>Frontiers in Education</i>, 3, 39.</p> <p>Gonzales, L. D. (2014). <u>Framing faculty agency inside striving universities: An application of Bourdieu's theory of practice</u>. <i>The Journal of Higher Education</i>, 85(2), 193-218. doi:10.1353/jhe.2014.0011.</p>	Deliberate Decisions Speeches/ Resolutions

			<p>Schmidt, C. E., McNulty, B., Howard-Baptiste, S., & Harvey, J. (2017). Perspectives about how to define and use collegiality in higher education. <i>International Journal of Kinesiology in Higher Education</i>, 1(1), 28-34.</p> <p>Tull, A. (2012). Staff involvement in governance and policy formation internal and external to student affairs organizations. In J. Murray, & M. T. Miller (Eds.). (2011). <i>Staff Governance and Institutional Policy Formation</i> (pp. 83-97). Information Age Publishing.</p>	
5	2/13 Virtual- Synchronous	Higher Education Policies and Practices	<p>Cecil, B. (2023, July 18). <i>The 118th Congress is paying attention to higher education reform</i>. Third Way. https://www.thirdway.org/memo/the-118th-congress-is-paying-attention-to-higher-education-reform.</p> <p>Cecil, B. (2024, January 11). <i>Transparency is the name of the game for graduate students</i>. Third Way. https://www.thirdway.org/memo/transparency-is-the-name-of-the-game-for-graduate-students.</p> <p>Cecil, B. & Shepard, M. (2023, September 27). <i>Protecting the Pell surplus</i>. Third Way. https://www.thirdway.org/blog/protecting-the-pell-surplus.</p> <p>Robinson, C., & Cecil, B. (2023, August 23). <i>2023 Economic Mobility Index</i>. Third Way. https://www.thirdway.org/report/2023-economic-mobility-index.</p> <p>Eaton, C., Kulkarni, S., Birgeneau, R., Brady, H., & Hout, M. (2019). The organizational ecology of college affordability: Research activity, state grant aid policies, and student debt at US public universities. <i>Socius</i>, 5, 2378023119862409.</p> <p>Hearn, J. C., & Ness, E. C. (2017). The ecology of state higher-education policymaking in the US. In D. Palfreyman, T. Tapper, & S. Thomas</p>	

			<p>(Eds.) <i>Towards the Private Funding of Higher Education: Ideological and Political Struggles</i> (pp. 19-47). Routledge.</p> <p>McGuire, M. & Perna, L. (2023) Connecting policymakers with academic research to inform public policy, change. <i>The Magazine of Higher Learning</i>, 55(6), 15-20. https://doi.org/10.1080/00091383.2023.2263188</p> <p>Wong, A. (2024, Jan. 11). <i>Is grad school worth the investment? Our exclusive data shows some surprising answers</i>. USA Today.</p> <p>Guest Speaker: Ben Cecil</p>	
6	<p>2/20 Virtual- Synchronous</p> <p>*Admitted Students participating</p>	Cultural	<p>Manning, Chapter 4</p> <p>Patton, L. D. (2016). Disrupting postsecondary prose: Toward a critical race theory of higher education. <i>Urban Education</i>, 51(3), 315-342.</p> <p>Ray, V. (2019). A theory of racialized organizations. <i>American Sociological Review</i>, 84(1), 26-53.</p> <p>Rall, R. M., Morgan, D. L., & Commodore, F. (2020). Toward culturally sustaining governance in higher education: Best practices of theory, research, and practice. <i>Journal of Education Human Resources</i>, 38(1), 139-164.</p> <p>Taylor, B. J., Cantwell, B., Watts, K., & Wood, O. (2020). Partisanship, White racial resentment, and state support for higher education. <i>The Journal of Higher Education</i>, 91(6), 858-887. https://doi.org/10.1080/00221546.2019.1706016</p>	Policy Analysis
7	2/27	Feminist / Gendered	Manning, Chapter 5	Deliberate Decisions Debate

			<p>Gardner, L. (2016, June). <u>Gay college leaders reflect on barriers, and how far they've come</u>. <i>The Chronicle of Higher Education</i>.</p> <p>Lester, J., Sallee, M., & Hart, J. (2017). Beyond gendered universities? Implications for research on gender in organizations. <i>NASPA Journal About Women in Higher Education</i>, 10(1), 1-26.</p> <p>Nicolazzo, Z. (2017). Imagining a trans* epistemology: What liberation thinks like in postsecondary education. <i>Urban Education</i>, 56(3), 511-536. https://doi.org/10.1177/0042085917697203</p>	
8	3/5	Town Meeting Day (Assigned readings moved to week 12)		CYOA: Proposal
9	3/12 (NASPA Week)	Spring Break! Happy Resting!		
10	3/19 Virtual-Sync (ACPA Week)	Organized Anarchy	<p>Manning, Chapter 7</p> <p>Orphan, C. (2020, July 13). <i>Why regional public universities are vulnerable during recessions and must be protected</i>. Third Way. https://www.thirdway.org/report/why-regional-public-universities-are-vulnerable-during-recessions-and-must-be-protected</p> <p>Shaw, M. D. (2016). Organizational change as a function of disaster recovery: Lessons from Gulf Coast institutions. <i>College Student Affairs Journal</i>, 34(3), 62-75.</p> <p>Teece, D. J. (2018). Managing the university: Why “organized anarchy” is unacceptable in the age of massive open online courses. <i>Strategic Organization</i>, 16(1), 92-102.</p>	

11	3/26	Political	<p>Manning, Chapter 8</p> <p>Bastedo, M. N. (2009). Convergent institutional logics in public higher education: State policymaking and governing board activism. <i>The Review of Higher Education</i>, 32(2), 209-234.</p> <p>Harris, L. M. (2020). <i>Higher education's reckoning with slavery</i>. American Association of University Professors. https://www.aaup.org/article/higher-education's-reckoning-slavery</p> <p>Yang, A. (2021, July 8). <i>Nikole Hannah-Jones says UNC tenure fiasco indicative of broader racial inequality in higher learning</i>. ABC News. https://abcnews.go.com/US/nikole-hannah-jones-unc-tenure-fiasco-indicative-broader/story?id=78732414</p> <p>Zarifa, D., & Davies, S. (2018). Structural stratification in higher education and the university origins of political leaders in eight countries. <i>Sociological Forum</i>, 33(4), 974-999.</p> <p>Guest Speaker: Z/Zuko</p>	CYOA: Readings Due (Both groups)
12	4/2 Virtual- ASync	Institutional Theory // Spiritual	<p>Manning, Chapter 6 (Required)</p> <p>Bealing Jr., W., Riordan, D., & Riordan, M. (2011). Institutional theory in college restructuring: Myth or reality? <i>Journal of Case Studies in Education</i>, 2. (Suggested)</p> <p>Davis, D., & Binder, A. (2016). Selling students: The rise of corporate partnership programs in university career centers. In <i>The university under pressure</i> (pp. 395-422). Emerald Group Publishing Limited. (Required)</p> <p>Gonzales, L. D. (2013). <u>Faculty Sensemaking and Mission Creep: Interrogating institutionalized ways of knowing and doing</u></p>	CYOA Facilitation Guides Due

			<p><u>legitimacy</u>. <i>The Review of Higher Education</i>, 36(2), 179-209. (Suggested)</p> <p>Browning, H., & Palmer, P. (2019). <i>Code word FIT: Exploring the systematic exclusion of professionals of color in predominantly White institutions</i>. In B. Reece, V. Tran, E. DeVore, & G. Porcaro (Eds.), <i>Debunking the myth of job fit in higher education and student affairs</i> (pp. 147-165). Stylus. (Required)</p> <p>Manning, Chapter 9 (Required)</p> <p>Commodore, F. (2018). The tie that binds: Trusteeship, values, and the decision-making process at AME-affiliated HBCUs. <i>The Journal of Higher Education</i>, 89(4), 397-421. (Required)</p> <p>Shahjahan, R. A. (2010). <u>Toward a spiritual praxis: The role of spirituality among faculty of color teaching for social justice</u>. <i>The Review of Higher Education</i>. 33(4), 473-512. (Suggested)</p>	
13	4/9 Virtual A-Synch (AERA Week)	Collaborative Workday/Catch-Up/ Presentation Prep		
14	4/16	Choose Your Own Adventure (CYOA) Group A		
15	4/23	Choose Your Own Adventure (CYOA) Group B		
16	4/30 Bring a Snack Item to Class	Closing the Loop/ Introduction/ What do we mean by	<p>Manning, Chapter 10</p> <p>Gonzales, L. D., Kanhai, D., & Hall, K. (2018). Reimagining organizational theory for the critical study of higher education. <i>Higher Education: Handbook of Theory and Research</i>, 33, 505-559.</p>	Philosophy Triple A Due May 3

		organization and administration?	Lipka, S. (2018). <u>Why college leaders and lawmakers misunderstand each other, according to someone who's been both</u> . The Chronicle of Higher Education.	
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Additional University Policies, Course Norms and Resources

University Policies

Academic Integrity:

The Academic Integrity policy addresses plagiarism, fabrication, collusion, and cheating.

Code of Student Conduct:

UVM's Code of Student Conduct outlines conduct expectations as well as students' rights and responsibilities.

FERPA Rights Disclosure:

The purpose of UVM's FERPA Rights Disclosure is to communicate the rights of students regarding access to, and privacy of their student educational records as provided for in the Family Educational Rights and Privacy Act (FERPA) of 1974. For more information, please visit <http://www.uvm.edu/policies/student/ferpa.pdf>

Final Exam Policy:

The University final exam policy outlines expectations during final exams and explains timing and process of examination period.

Grade Appeals:

If you would like to contest a grade, please follow the procedures outlined in this policy.

Grading:

This link offers information on grading and GPA calculation.

Student Learning Accommodations

In keeping with University policy, any student with a documented disability interested in utilizing ADA accommodations should contact Student Accessibility Services (SAS), the office of Disability Services on campus for students. SAS works with students and faculty in an interactive process to explore reasonable and appropriate accommodations, which are communicated to faculty in an accommodation letter. All students are strongly recommended to discuss with their faculty the accommodations they plan to use in each course. Faculty who receive Letters of Accommodation with Disability Related Flexible accommodations will need to fill out the Disability Related Flexibility Agreement. Any questions from faculty or students on the agreement should be directed to the SAS specialist who is indicated on the letter.

Contact SAS:

A170 Living/Learning Center;
802-656-7753
access@uvm.edu
www.uvm.edu/access

UVM's policy on disability certification and student support:
<http://www.uvm.edu/policies/student/disability.pdf>

Religious Holidays:

Students have the right to practice the religion of their choice. If you need to miss class to observe a religious holiday, please submit the dates of your absence to me in writing by the end of the second full week of classes. You will be permitted to make up work within a mutually agreed-upon time. The complete policy is [here](#).

Academic Integrity:

The University should provide an environment that encourages all students (undergraduate, medical, graduate, and continuing education) to learn, create, and share knowledge responsibly. As society entrusts our students and faculty to pursue knowledge and report their discoveries truthfully, any deliberate falsehood or misrepresentation undermines the stature of the University. The standards of academic integrity are deemed necessary for fulfilling the University's mission, as well as its motto: Studiis et Rebus Honestis ("For honorable studies and pursuits"). These standards are also necessary for evaluating the quality of student work in a fair manner. For more information, please visit <http://www.uvm.edu/policies/student/acadintegrity.pdf>

Code of Student Rights and Responsibilities:

By choosing to attend the University of Vermont, each student accepts responsibility for promoting the community's welfare by adhering to the Code of Student Rights and Responsibilities and all University Policies. Failure to do so may result in response from the University up to and including separation from the University. For more information, please visit <http://www.uvm.edu/policies/student/studentcode.pdf>

Intellectual Property Statement/Prohibition on Sharing Academic Materials

Students are prohibited from publicly sharing or selling academic materials that they did not author (for example: class syllabus, outlines or class presentations authored by the professor, practice questions, text from the textbook or other copyrighted class materials, etc.); and students are prohibited from sharing assessments (for example homework or a take-home examination). Violations will be handled under UVM's Intellectual Property policy and Code of Academic Integrity.

Lived Name and Pronoun Information

The UVM Directory includes fields for indicating your lived name and your pronouns. Lived names (preferred names, names in use) are names that an individual wants to be known by in the University community. Entering your pronouns is strongly encouraged to help create a more inclusive and respectful campus community. To update your information, login to the UVM Directory. A preview box will allow you to see how this information will appear in other systems used on campus such as Microsoft Teams and Brightspace.

More information about how to make changes to your lived name and pronouns is available in the [Knowledge Base](#).

Research and Citation Help

For help selecting research topics, finding information, citing sources, and more, ask a librarian. The UVM Libraries are eager to help. You may ask questions by phone, e-mail, chat, or text, or make an appointment for an individual consultation with a librarian.

- Howe Library: <https://library.uvm.edu/askhowe>
- Dana Medical Library: <https://dana.uvm.edu/help/ask>
- Silver Special Collections Library: <https://specialcollections.uvm.edu/help/ask>

Course Evaluation(s)

All students are expected to complete an evaluation of the course at its conclusion. Evaluations will be anonymous and confidential, and the information gained, including constructive criticisms, will be used to improve the course.

Potential changes during the semester

The University of Vermont reserves the right to make changes in the course offerings, mode of delivery, degree requirements, charges, regulations, and procedures contained herein as educational, financial, and health, safety, and welfare considerations require, or as necessary to be compliant with governmental, accreditation, or public health directives.

Additional Course Norms

Special Learning Needs: I said this earlier, I am saying it again here. I want this to be a successful classroom experience. If you have a documented disability or any other needs and wish to discuss academic accommodations, please contact Dr. Williams as soon as possible. Necessary academic accommodations will be made based on the recommendations received from Student Accessibility Services. Students are typically required to be registered with the Student Accessibility Services to receive academic accommodations. However, I am aware of the associative costs with this process and general unfairness with these practices. Students are welcome to discuss reasonable accommodations without documentation with me on an individual basis.

Self-Care: Engaging in graduate scholarship can be heavy. Students are encouraged to find ways to support themselves and their peers throughout this course. Students may also discuss these opportunities with me. There may be moments of frustration, discomfort, and even discontent. Students are encouraged to use campus counseling services and other resources to ensure self-care and to take breaks from course material as necessary.

Communications Policy: All communications from me, to you, will take place using your UVM email and/or Brightspace. You should check your email and Brightspace course page regularly. I generally respond to emails within 48 hours. However, my response to email may be delayed between 11pm and 8am, during conferences/professional development matters, over weekends, and on holidays. *Please note I do *NOT* accept emailed work; submit in Brightspace.*

Promoting Health, Safety, and Success—Resources Writing Support

UVM's Graduate Writing Center offers free one-on-one and small-group consultations to graduate students working on a wide range of projects: seminar papers, reports, proposals, poster presentations, and more. Students can sit down with a graduate writing consultant at any stage of a project, from initial planning to final revisions and editing. Visit www.uvm.edu/writingcenter to meet the graduate writing consultants and learn how to make an appointment. Skype appointments are also available.

Health & Wellbeing

The University of Vermont's number one priority is to support a healthy and safe community:

- Center for Health and Wellbeing
- Counseling & Psychiatry Services (CAPS)
 - Direct Phone Line: (802) 656-3340 (C.A.R.E.)
- Living Well at the Davis Center
 - Includes free massages, therapy dogs, meditation spaces

If you are concerned about a UVM community member or are concerned about a specific event, we encourage you to contact the Dean of Students Office (802-656-3380). If you would like to remain anonymous, you can report your concerns online by [visiting the C.A.R.E. Team website](#).

A Note on Sexual Misconduct:

Our university is committed to fostering a safe, productive learning environment. Title IX and our school policy prohibits discrimination based on sex. Sexual misconduct — including harassment, domestic and dating violence, sexual assault, and stalking — is also prohibited at our school.

Our university encourages anyone experiencing sexual misconduct to talk to someone about what happened, so they can get the support they need, and our school can respond appropriately.

If you wish to speak confidentially about an incident of sexual misconduct, want more information about filing a report, or have questions about school policies and procedures, please contact our Title IX Coordinator, which can be found on our school's website.

Our university is legally obligated to investigate reports of sexual misconduct, and therefore it cannot guarantee the confidentiality of a report, but it will consider a request for confidentiality and respect it to the extent possible.

As a faculty member, I am *legally* and *professionally* required by our university to report incidents of sexual misconduct and thus cannot guarantee confidentiality. I must provide our Title IX coordinator with relevant details such as the names of those involved in the incident. There are confidential contacts to whom you can disclose.