



EDST 511: Organization and Administration of Higher Education

Department of Educational Studies, Faculty of Education, University of British Columbia

Winter 1, 2016 (Sept 6-Dec 2)

Dr. Amy Scott Metcalfe

Course Description

As students, faculty, staff or administrators we are each involved in the organizational life of postsecondary institutions. Although we may be familiar with aspects of higher education organizations from our own experiences, we can also theoretically and empirically approach the array of social and structural forces that affect our interactions within these institutions. This course is open to all graduate students with an interest in higher education. There are no prerequisites. EDST 511 is a required course for the MA in Educational Studies with a concentration in Higher Education and the MEd in Higher Education.

Course Objectives

It is expected that by the end of this course students will:

1. understand how organizational theory has been applied to the study of higher education;
2. be familiar with a variety of decolonizing, anti-oppressive, critical and post-critical theories that pertain to the study of higher education as an institutional space;
3. be aware of the administrative structures and functions of higher education institutions and governing systems, particularly in Canada and British Columbia; and
4. be cognizant of the ways in which class, race, nationality, ethnicity, sexual orientation, (dis)ability, gender and other social, economic, and political dynamics affect how people interact within these organizations.

Books on Reserve

The following books have been put on regular or e-reserve at the UBC Library: <https://go.library.ubc.ca/M69tbf>

Austin, I., & Jones, G. A. (2015). *Governance of higher education: Global perspectives, theories, and practices*. London: Routledge. [e-book]

Barr, M. J., & McClellan, G. S. (2010). *Budgets and financial management in higher education*. San Francisco, CA: John Wiley & Sons. [e-book]

Desai Trilokekar, R., Jones, G., & Schubert, A. (2009). *Canada's universities go global*. Toronto: James Lorimer & Co. Ltd., Publishers. [Print reserves]

Manning, K. (2012). *Organizational theory in higher education*. London: Routledge. [e-book]

Marion, R., & Gonzales, L. D. (2014). *Leadership in education: Organizational theory for the practitioner, second edition*. Long Grove, IL: Waveland Press. [Print reserves]

Mihesuah, D. A & Wilson, A. C. (Eds.). (2004). *Indigenizing the academy: Transforming scholarship and empowering communities*. Lincoln, NE: University of Nebraska Press. [Print reserves]

Schuetze, H., Bruneau, W., & Grosjean, G. (Eds.). (2012). *University governance and reform: Policy, fads, and experience in international perspective*. New York: Palgrave. [e-book]

Stonechild, B. (2006). *The new buffalo: The struggle for Aboriginal post-secondary education in Canada*. Winnipeg: Univ. of Manitoba Press. [e-book]

Course Assignments and Evaluation Criteria (100 points total)

*Org Chart (30 points). Upload to Connect by **October 11** (midnight).*

Students will create an “org chart” of an academic workplace (or a workplace familiar to the student) and write a 10-page paper that discusses the chart in relation to organizational theories and readings from the course. Examples will be provided in class.

*Strategic Planning Analysis (30 points). Upload to Connect by **November 1** (midnight).*

Students will write a 10-page paper describing the content and organizational process behind a campus strategic plan. When was it written, who was involved, what was the timeline, and how has it been implemented? What does it say, or not say? What is strategic about it, and for whom? UBC’s strategic planning process will be described in class as an example, in relation to Indigenous education and internationalization.

*Senate Meeting Analysis (10 points). Upload to Connect by **November 22** (midnight).*

Students will attend one of the UBC Senate meetings (or if this is not possible due to work or class conflicts, students can review the online minutes of the meetings). Students will review the agenda, Senate membership roster, rules and procedures, and key policies prior to the meeting (posted online at: <https://senate.ubc.ca/vancouver>). After the meeting (or review of the minutes), students will write a 5-page paper, relating observations to the following readings:

Austin, I., & Jones, G. A. (2015). Chapter 6: Academic self-governance: Concepts, theories, and practices. *Governance of higher education: Global perspectives, theories, and practices*. London: Routledge. [e-book]

Bruneau, W. (2012). Chapter 4, Professors in their places: Governance in Canadian higher education. In H. Schuetze, W. Bruneau, & G. Grosjean (Eds.), *University governance and reform: Policy, fads, and experience in international perspective* (pp. 47-62). New York: Palgrave. [e-book]

Pennock, L., Jones, G. A., Leclerc, J. M., & Li, S. X. (2015). Assessing the role and structure of academic senates in Canadian universities, 2000–2012. *Higher Education*, 70(3), 503-518.

*Unmapping the Campus Poster Presentation (30 points). Present in class on **November 29**.*

On the last day of class we will hold a poster presentation session, similar to the poster session format used at academic conferences. Posters will describe the organizational space and place of a postsecondary institution. Starting with a campus map, students will discuss the embedded histories and territories of the space and place of the selected campus. Street names, building names, campus zones, geographical orientation, natural features, and external relationships to the surrounding communities can be discussed. Analysis should reference scholarly literature when possible. Posters can be tri-fold cardboard (“science fair” style), designed on Powerpoint and printed/laminated, or assembled on the wall with paper printouts and masking tape. A 3-page summary should accompany the poster, with your name, title of the poster, and a summary, with reference list (references may make the paper go longer than 3 pages). Students will set up their posters in the classroom from 4:30 to 5:00 on November 29. From 5:00 to 5:45 we will have a “poster reception” where we wander around to see the posters, followed by **5 minute** presentations by each student. Example posters and templates will be provided.

Style guidelines for written work: Assignments for this class will adhere to the 6th edition of the *Publication Manual of the American Psychological Association*. Assignments should be clearly marked at the top with the date and name of the assignment in the header. *Please submit assignments with your last name as the document file name.*

EDST Order of Marking Standards (<http://edst-educ.sites.olt.ubc.ca/files/2013/05/Order-ofMarkingStandards-2013.pdf>)

A+ = 90% to 100%

A = 85% to 89%

A- = 80% to 84%

B = 68% to 79%

UBC Connect

We will use the UBC Connect course management system (<http://lthub.ubc.ca>) to distribute materials and upload assignments. We will discuss how to use Connect in relation to this course on the first day of class. Through the UBC Library's EZproxy interface you have free access to the articles listed in this syllabus whether on or off campus (see <http://services.library.ubc.ca/off-campus-access/connect-from-home/>). DO NOT PAY any fees if you find yourself on a restricted access page. Please ask the library staff for help in locating articles if necessary.

The Classroom as a Safe and Positive Space

One of the values of UBC is Mutual Respect and Equity: "The University values and respects all members of its communities, each of whom individually and collaboratively makes a contribution to create, strengthen, and enrich our learning environment." Respect for others is very important in an academic environment, particularly when challenging topics are raised. We are expected to act and speak courteously and responsibly even as we are challenged to reflect upon our own values, positions and circumstances. Please see <http://www.hr.ubc.ca/respectful-environment/> for more detail.

Religious Observances

Students will be given reasonable time to make up any academic assignment that is missed due to participation in a religious observance. It is the student's responsibility to inform the instructor of any intended absences for religious observances in advance, when possible.

Accommodations for Students with Disabilities

If you require an accommodation in this course, please let me know as soon as possible and/or provide me with documentation and recommendations from Access & Diversity. You can find more information about the services provided by Access & Diversity at <http://www.students.ubc.ca/access/index.cfm>.

Out-of-Class Instructor Communication and Office Hours

I will usually respond promptly to email, but less quickly after regular work hours or on weekends. Appointments can be made for face-to-face meetings during my office hours, which are Tuesdays 2-4pm. Please send me an email to confirm a time.

Course Attendance

Many circumstances in life can lead to a missed class (illness, work-related travel, etc.). Please let me know as soon as you can if you will have to miss class. In most cases, students will be expected to make-up missed classwork. Excessive absences may result in a lower or incomplete final grade.

Academic Misconduct

The integrity of academic work depends on the honesty of all those who work in this environment and the observance of accepted conventions such as acknowledging the work of others through careful citation of all sources used in your work. Plagiarism—including self-plagiarism—and other forms of academic misconduct are treated as serious offences at UBC, whether committed by faculty, staff or students. You should be aware of the sections of the University Calendar that address Academic Honesty and Standards (<http://students.ubc.ca/calendar/>). The UBC library also has a useful web-based Plagiarism Resource Centre that explains what plagiarism is and how to avoid it (www.library.ubc.ca/home/plagiarism/). If you have questions or concerns about any of these policies or conventions in relation to how they apply to the work you do in this course, please discuss them with me.

Events and concepts that guided the development of this course

Truth and Reconciliation

This course has been designed in light of the recommendations of Canada's Truth and Reconciliation Commission and Universities Canada's Principles on Indigenous Education, as discussed in the following documents:

Honouring the Truth, Reconciling for the Future: Summary of the Final Report of the Truth and Reconciliation Commission of Canada (2015).

[http://www.trc.ca/websites/trcinstitution/File/2015/Honouring the Truth Reconciling for the Future July 23 2015.pdf](http://www.trc.ca/websites/trcinstitution/File/2015/Honouring%20the%20Truth%20Reconciling%20for%20the%20Future%20July%2023%202015.pdf)

Universities Canada Principles on Indigenous Education (2015)

<http://www.univcan.ca/wp-content/uploads/2015/11/principles-on-indigenous-education-universities-canada-june-2015.pdf>

Indigenization

"From Indigenous perspectives, Indigenization of the academy refers to the meaningful inclusion of Indigenous knowledge(s), in the every day fabric of the institution from policies to practices across all levels, not just in curriculum" (Pidgeon, 2016, p. 79).

Recommended readings for Indigenization

Alfred, T. (2004). Warrior scholarship: Seeing the university as a ground of contention, In D. A. Mihesuah, & A. C. Wilson, (Eds.). *Indigenizing the academy: Transforming scholarship and empowering communities* (pp. 88-99). Lincoln, NE: University of Nebraska Press.

Durie, M. (2009, June). Towards social cohesion: The indigenization of higher education in New Zealand. *Vice Chancellors Forum* (pp. 15-19). Kuala Lumpur.

Kuokkanen, R. J. (2007). *Reshaping the university: Responsibility, Indigenous epistemes, and the logic of the gift*. Vancouver: UBC Press.

Mihesuah, D. A & Wilson, A.C. (2004). Introduction. In D. A. Mihesuah, & A. C. Wilson (Eds.). *Indigenizing the academy: Transforming scholarship and empowering communities* (pp. 1-15). Lincoln, NE: University of Nebraska Press.

Pidgeon, M. (2008). Pushing against the margins: Indigenous theorizing of "success" and retention in higher education. *Journal of College Student Retention: Research, Theory & Practice*, 10(3), 339-360.

Pidgeon, M. (2016). More than a checklist: Meaningful Indigenous inclusion in higher education. *Social Inclusion*, 4(1), 77-91. <http://cogitatiopress.com/ojs/index.php/socialinclusion/article/view/436>

Internationalization

"Internationalization at the national, sector, and institutional levels is defined as the process of integrating an international, intercultural, or global dimension into the purpose, functions or delivery of postsecondary education" (Knight, 2015, p. 2).

Recommended readings for internationalization

Anderson, T. (2015). Seeking internationalization: The state of Canadian higher education. *The Canadian Journal of Higher Education*, 45(4), 166.

Altbach, P. G., & Knight, J. (2007). The internationalization of higher education: Motivations and realities. *Journal of studies in international education*, 11(3-4), 290-305.

Knight, J. (2015). Updated definition of internationalization. *International Higher Education*, (33), 2-3.

Knight, J. (2004). Internationalization remodeled: Definition, approaches, and rationales. *Journal of studies in international education*, 8(1), 5-31.

Weekly Schedule of Class Readings and Activities

September 6: Welcome to the course!

Discussion Readings (please review before class):

- Syllabus
- Wilson, K. & Henderson, J. (2014). *First peoples: A guide for newcomers*. Vancouver, BC: City of Vancouver. Available online at <http://vancouver.ca/files/cov/First-Peoples-A-Guide-for-Newcomers.pdf>
- <http://centennial.aboriginal.ubc.ca>
- http://www.musqueam.bc.ca/sites/default/files/musqueam_declaration.pdf
- <http://www.musqueam.bc.ca/applications/map/index.html>
- <http://www.musqueam.bc.ca>

In Class:

- Introductions
- Discussion of how to use Connect and how to prepare for next week's class
- Visit to Brent Sparrow Jr.'s Musqueam *qeqan* (post)
 - Outdoor discussion about UBC and unceded Musqueam territory

September 13: Organizational history—situating ourselves in time and place

Discussion Readings [available on Connect]:

- Harris, R. C. (1976-1977). Locating the University of British Columbia. *BC Studies*, 32, 106-125.
- The University of British Columbia, Twenty-first Anniversary, 1915-1936.
- Ward, W. P. (1980). Class and race in the social structure of British Columbia, 1870-1939. *BC Studies: The British Columbian Quarterly*, (45), 17-36.
- Stonechild, B. (2006). Chapter 1: Early policies regarding Indian education. *The new buffalo: The struggle for Aboriginal post-secondary education in Canada* (pp. 7-29). Winnipeg: University of Manitoba Press.

Optional Readings and Resources:

- Clark, B. R. (1972). The organizational saga in higher education. *Administrative Science Quarterly*, 17(2) 178-184.
- Humphries, D., & Hunt, W. (1988). Higher education in British Columbia before the establishment of UBC. UBC Archives: <http://www.library.ubc.ca/archives/mucbc.html>
- Gibson, W. C. (1973). *Wesbrook and his University*. UBC Press. [Available in Library Reserves]
- Hives, C. (1990). From humble beginnings: UBC's origin and first decade. *The UBC Alumni Chronicles*, 44(3) 12-15. Text available online: <http://www.library.ubc.ca/archives/humble.html>
- Logan, H. T. (1958). Tuum est. *A History of the University of British Columbia*. Vancouver: University of British Columbia Vancouver. [Available in Library Reserves]
- Building a Provincial University: Early history and the Point Grey campus (UBC Archives virtual display), <http://www.library.ubc.ca/archives/buildingubc/index.html>
- MacKenzie, N. A. M. (1957-1958). The history of the University. *The President's Report*. Vancouver: University of British Columbia.
- Hives, C. (2011). The Great Trek, 1922 [videorecording]. <https://open.library.ubc.ca/cIRcle/collections/ubclibraryandarchives/31775/items/1.0107953>
- Online UBC historical documents: <http://www.library.ubc.ca/archives/documents.html>
- Online UBC general history: <http://www.library.ubc.ca/archives/histgeneral.html>

In Class:

- Mini-lecture on UBC history and small group activity related to the readings

September 20: What is an organizational approach to higher education?

Discussion Readings:

- Peterson, M. W. (2007). The study of colleges and universities as organizations. In P. J. Gumpert, (Ed.), *Sociology of higher education: Contributions and their contexts* (pp. 147-184). Baltimore: Johns Hopkins University Press.
- Kezar, A. (2011). Chapter 12, Organizational theory. In J. H. Schuh, S. R. Jones, & S. R. Harper (Eds.), *Student services: A handbook for the profession, fifth edition* (pp. 226-241). San Francisco: Jossey-Bass.

Optional Readings and Resources:

- Altbach, P. G. (2014). The emergence of a field: Research and training in higher education. *Studies in Higher Education, 39*(8), 1306-1320.
- Fumasoli, T., & Stensaker, B. (2013). Organizational studies in higher education: A reflection on historical themes and prospective trends. *Higher Education Policy, 26*(4), 479-496.
- Martínez-Alemán, A. M., Pusser, B., & Bensimon, E. M. (Eds.). (2015). *Critical approaches to the study of higher education: A practical introduction*. Baltimore: Johns Hopkins University Press.
- Milian, R. P., Davies, S., & Zarifa, D. (2016). Barriers to differentiation: Applying organizational studies to Ontario higher education. *The Canadian Journal of Higher Education, 46*(1), 19.
- Stensaker, B. (2015). Organizational identity as a concept for understanding university dynamics. *Higher Education, 69*(1), 103-115.

In Class:

- Organizational theories commonly used in higher education research
- Discussion of assumptions embedded in org theory; what it can and cannot do
- New directions and perspectives for the study of higher education

September 27: Higher education bureaucracy and structure

Discussion Readings:

- Manning, K. (2013). Chapter 10: Bureaucracy. *Organizational theory in higher education*. London: Routledge.
- Marion, R., & Gonzales, L. D. (2014). Chapter 1, Managing tasks: Scientific management. *Leadership in education: Organizational theory for the practitioner, second edition*. Long Grove, IL: Waveland Press.
- Battiste, M., Bell, L., & Findlay, L. M. (2002). Decolonizing education in Canadian universities: An interdisciplinary, international, indigenous research project. *Canadian Journal of Native Education, 26*(2), 82-95.

Optional Readings and Resources:

- Harris, H. (2002). Coyote goes to school: The paradox of Indigenous higher education. *Canadian Journal of Native Education, 26*(2), 187-196.
- Hartley, D. (1995). The 'McDonaldization' of higher education: Food for thought? *Oxford Review of Education, 21*(4), 409-423.
- Pfeffer, T., & Stichweh, R. (2015). Systems theoretical perspectives on higher education policy and governance. In J. Huisman, H. de Boer, D. D. Dill, M. Souto-Otero (Eds.), *The Palgrave international handbook of higher education policy and governance* (pp. 152-175). London: Palgrave Macmillan UK.
- Taber, N. (2015). Intersecting discourses of militarism: Military and academic gendered organizations. *International Journal of Lifelong Education, 34*(2), 230-246.

In Class:

- Overview of org theory and institutional bureaucracy
- Discussion of org chart assignment

October 4: Organizational culture (Theme: regalia and degree ceremonies)

Discussion Readings:

- Manning, K. (2012). Chapter 8, Cultural. *Organizational theory in higher education*. London: Routledge.
- Inouye, K. M. (2014). Eternal present: Retroactive diplomas in Canada and the US. *Journal of Asian American Studies*, 17(3), 337-365.
- UBC Archives, online information about Heraldry, Congregation, and Graduation: <http://www.library.ubc.ca/archives/heraldry.html>
- Graduates Celebrate with Cultural Ceremonies, <http://web.csulb.edu/misc/inside/2016/05/02/graduates-celebrate-with-cultural-ceremonies/>

Optional Readings and Resources:

- Heffernan, M., & Jöns, H. (2007). Degrees of influence: The politics of honorary degrees in the universities of Oxford and Cambridge, 1900–2000. *Minerva*, 45(4), 389-416.
- Keene, A. J. (2016). College pride, Native pride: A portrait of a culturally grounded precollege access program for American Indian, Alaska Native, and Native Hawaiian students. *Harvard Educational Review*, 86(1), 72-97.
- Tierney, W. G. (1988). Organizational culture in higher education: Defining the essentials. *The Journal of Higher Education*, 59(1), 2-21.

In Class:

- Discussion of differing views of “culture” in organizations
 - McCue, D. (June 24, 2015). First Nations law student gets OK to wear regalia to call to bar in Ontario, [CBC video and recorded radio program] <http://www.cbc.ca/news/aboriginal/first-nations-law-student-gets-ok-to-wear-regalia-to-call-to-bar-in-ontario-1.3123665>
- Discussion on the role of ceremony in higher education

October 11: Strategic planning and institutional prestige

Discussion Readings:

- Ahenakew, C., & Naepi, S. (2015). The difficult task of turning walls into tables. In A. Macfarlane, M. Webber & S. Macfarlane (Eds.), *Sociocultural theory: Implications for curricular across the sector* (pp. 181-194). Christchurch, NZ: University of Canterbury Press.
- Beck, K. (2012). Globalization/s: Reproduction and resistance in the internationalization of higher education. *Canadian Journal of Education*, 35(3), 133-148.
- Mueller, R. A. (2015). Do values drive the plan? Investigating the nature and role of organizational values in university strategic planning. *Tertiary Education and Management*, 21(1), 41-55.

Optional Readings and Resources:

- Larsen, M. A. (2015). Internationalization in Canadian higher education: A case study of the gap between official discourses and on-the-ground realities. *The Canadian Journal of Higher Education*, 45(4), 101-122.
- Liu, H., & Metcalfe, A. S. (2016). Internationalizing Chinese higher education: A glonacal analysis of local layers and conditions. *Higher Education*, 71(3), 399-413.
- Saarinen, T. (2008). Position of text and discourse analysis in higher education policy research. *Studies in Higher Education*, 33(6), 719-728.
- Smith, K., (2013). Critical discourse analysis and higher education research. In J. Huisman & M. Tight, (Eds.), *Theory and method in higher education research* (pp. 61–80). Bingley: Emerald.

In Class:

- Review UBC Aboriginal Engagement and International Engagement strategies (<http://strategicplan.ubc.ca/>)

October 18: Unlearning through unmapping the campus

Discussion Readings:

- Razack, S. (2002). Introduction: When place becomes race. In S. Razack (Ed.), *Race, space, and the law: Unmapping a white settler society*, pp. 1-20. Toronto: Between the Lines.
- Inwood, J. F., & Martin, D. G. (2008). Whitewash: White privilege and racialized landscapes at the University of Georgia. *Social & Cultural Geography*, 9(4), 373-395.
- Sandberg, L. A. (2015). Subverting the enterprise university: The case of the alternative campus tour at York University, Toronto, Canada. *International Studies in Widening Participation*, 2(2), 12-19.

Optional Readings and Resources:

- Addie, J. P. D., Keil, R., & Olds, K. (2015). Beyond town and gown: Universities, territoriality and the mobilization of new urban structures in Canada. *Territory, Politics, Governance*, 3(1), 27-50.
- Bardekjian, A., Classens, M., & Sandberg, L. A. (2012). Reading the urban landscape: The case of a campus tour at York University, Toronto, Ontario, Canada. *Journal of Environmental Studies and Sciences*, 2(3), 249-256.
- Barman, J. (2007). Erasing Indigenous Indigeneity in Vancouver. *BC Studies*, (155), 3-30.
- Bonds, A., & Inwood, J. (2015). Beyond white privilege: Geographies of white supremacy and settler colonialism. *Progress in Human Geography*, 0309132515613166.
- Magolda, P. M. (2001). What our rituals tell us about community on campus: A look at the campus tour. *About Campus*, 5(6), 2-8.
- Magolda, P. M. (2000). The campus tour: Ritual and community in higher education. *Anthropology & Education Quarterly*, 31(1), 24-46.
- "Untold Stories: Histories of Students of Color at Oregon State University" Oregon State University Campus Tour Guidebook , Available at: <http://ir.library.oregonstate.edu/xmlui/handle/1957/44744>
- UBC Knowing the Land Beneath Our Feet: <http://fnis.arts.ubc.ca/research-resources/knowning-the-land-beneath-our-feet/>

In Class:

- Mini lecture on unmapping and group activity
- Discussion of final poster presentations and "unmapped" case studies

October 25: Seeing organizational change through rephotography techniques

Discussion Readings:

- Metcalfe, A. S. (2016). Seeing change: Repeat photography as longitudinal visual method. In J. Moss & B. Pini (Eds.), *Visual research in education: A critical review of the practice and politics of contemporary methods* (pp. 153-171). London: Palgrave.
- Pasque, P. A., & Carducci, R. (2015). Critical advocacy perspectives on organization in higher education. In *Higher education: Handbook of theory and research* (pp. 275-333). Springer International Publishing.

In Class:

- Critical advocacy perspective and higher education change
- Introduction to rephotography techniques and digital archives

November 1: Rephotography of the UBC campus

Optional Readings and Resources:

- Berson, I. R., & Berson, M. J. (2016). A slippage of time: Using rephotography to promote community-based historical inquiry. *Social Education*, 80(2), 113-117.
- Miles, M. (2016). Rephotography and the era of witness. *Photographies*, 9(1), 51-69.

In Class:

- Meet in the classroom but most of the class will be conducted outside (bring umbrella!)
- Instructor will provide some practice images to rephotograph (indoors and outdoors) in small groups on campus (bring a digital camera or camera phone, if possible)

November 8: No class.

Instead, please attend either the September 14, October 19 or November 18 UBC-V Senate meeting. Held on Wednesdays, 6:00-8:30pm: Check the week of the meeting for the online agenda. Senate meetings are held in Room 182, IK Barber Learning Centre. <http://www.senate.ubc.ca/vancouver/schedule.cfm>

November 15: Higher education's internal and external governance structures and functions

Discussion Readings:

- Austin, I., & Jones, G. A. (2015). Chapter 2. Theories of governance: Institutions, agency, and external influences. *Governance of higher education: Global perspectives, theories, and practices*. London: Routledge.

Optional Readings and Resources:

- Smith, E. A., & Miller, M. T. (2015). Presidential perceptions of trustee involvement in community college decision making. *Community College Journal of Research and Practice*, 39(1), 87-94.
- Bégin-Caouette, O., & Jones, G. A. (2014). Student organizations in Canada and Quebec's 'Maple Spring'. *Studies in Higher Education*, 39(3), 412-425.
- Durie, M. (2009, June). Towards social cohesion: The Indigenization of higher education in New Zealand. *Vice Chancellors Forum* (pp. 15-19). Kuala Lumpur.

In Class:

- Introduction to institutional theories
- Discussion of external stakeholders and associations

November 22: Finance, budgets and organizational values

Discussion Readings:

- Barr, M. J., & McClellan, G. S. (2010). Chapter 2: Primary Elements of the Budget: Revenues and Expenses
- Barr, M. J., & McClellan, G. S. (2010). Chapter 3: Understanding Budgets

Optional Readings and Resources:

- Deering, D., & Sá, C. M. (2014). Financial management of Canadian universities: Adaptive strategies to fiscal constraints. *Tertiary Education and Management*, 20(3), 207-224.

In Class:

- Budgets and values exercise

November 29: Poster session

In Class:

- Poster session! Please bring your poster, summary, and food to share for our reception.
 - 4:30-5:00 Poster set up
 - 5:00-5:45 Poster reception and viewing posters
 - Short break
 - 6:00-7:15 Student presentations (5 minutes each)
-

Other resources:

Higher Education Research Group (HERG): <https://blogs.ubc.ca/herg/>

Canadian Society for the Study of Higher Education (CSSHE): <https://csshe-scees.ca>

American Educational Research Association (AERA), Division J Postsecondary: <http://www.aera.net/Division-J/Postsecondary-Education-J>

Association for the Study of Higher Education (ASHE): <http://www.ashe.ws>

Comparative and International Education Society (CIES), Higher Education SIG: <http://higheredsig.org>