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)
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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


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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:


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%

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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 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.

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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:


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

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
Weeky Schedule of Class Readings and Activities

September 6: Welcome to the course!

Discussion Readings (please review before class):

- Syllabus
- http://centennial.aboriginal.ubc.ca
- 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]:

- The University of British Columbia, Twenty-first Anniversary, 1915-1936.

Optional Readings and Resources:

- Building a Provincial University: Early history and the Point Grey campus (UBC Archives virtual display), http://www.library.ubc.ca/archives/buildingubc/index.html
- 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

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

Discussion Readings:

Optional Readings and Resources:

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:

Optional Readings and Resources:

In Class:
• Overview of org theory and institutional bureaucracy
• Discussion of org chart assignment

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

Discussion Readings:
- 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:

In Class:
- Discussion of differing views of “culture” in organizations
- Discussion on the role of ceremony in higher education

October 11: Strategic planning and institutional prestige

Discussion Readings:

Optional Readings and Resources:

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

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October 18: Unlearning through unmapping the campus

Discussion Readings:


Optional Readings and Resources:

- "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/knowing-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:


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:

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](http://www.senate.ubc.ca/vancouver/schedule.cfm)

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

Discussion Readings:

Optional Readings and Resources:

In Class:
- Introduction to institutional theories
- Discussion of external stakeholders and associations

November 22: Finance, budgets and organizational values

Discussion Readings:

Optional Readings and Resources:

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.
    o 4:30-5:00 Poster set up
    o 5:00-5:45 Poster reception and viewing posters
    o Short break
    o 6:00-7:15 Student presentations (5 minutes each)

Other resources:


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

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