Course Description
The course is designed to introduce students to the organizational dynamics of colleges and universities. Beginning with a review of organizational theory, students will examine the various types of college structures (universities; four-year colleges; community colleges; for profit institutions). Students will study the key functional areas: finance; enrollment management; academic affairs; student services, and explore how these areas are affected by governance and managerial approaches. Course assignments will include case studies that present examples of strategic planning and management challenges.

The objectives of the course are to:
1. Develop an understanding of organizational theory as it pertains to the study of colleges and universities;
2. Consider the variety of institutional types prevalent in American higher education today, and the commonalities and differences in both governance and administration.
3. Analyze the roles and responsibilities of key stakeholders, including trustees, presidents, faculty, professional staff and students;
4. Gain a deeper knowledge of the functions of key areas of institutional life: finance; faculty affairs; enrollment management; student affairs; research development; and capital planning.
5. Examine the key elements in strategic planning, and participate in exercises that apply concepts to specific organizational contexts.

COURSE MATERIALS
Required reading for this course consists of a set of texts and articles that are available on Blackboard.


COURSE REQUIREMENTS

1. **Weekly Assignments Related to Readings:** For most weeks you will be required to prepare at least three discussion questions based on the assigned readings for that week. At least two of these questions should be based upon the substance of the readings. In this regard, you might imagine that you are the course instructor and consider how particular readings might be critiqued or whether the readings raise controversial issues. In addition, at least one question should connect theory to practice. In what ways do particular readings raise questions or concerns about higher education practice? If you work in higher education, are there particular issues in your own work that could be informed or impacted by particular readings? On some weeks, you will be asked to consider a particular question related to the readings and be prepared to discuss it in class. Weekly assignments should be submitted via Blackboard.

2. **Midterm Project:** For this project, each student will explore the organizational structure of an academic office in the context of problem solving. Students will prepare a case study, up to 8 pages. Students are asked to analyze an academic office in a real educational institution, through a review of relevant information and interviews. The case study should define a problem, include an in-depth discussion of the office, and recommendations for problem solving. What type of institution is it? What is the institutional structure? What is the hierarchy of the organization? Which offices have an impact on the work of the academic office being studied? Which offices or constituencies will be impacted by the issue? What are your recommendations for solving the problem, based upon the readings from class and your research? Papers are due on March 9, in class. Midterm papers will not be accepted via e-mail or on Blackboard.

3. **Final Project:** There will be a final project, which will not only focus on one aspect of strategic planning, but also provide an opportunity for students to demonstrate command of the material presented and discussed throughout the semester. Due May 3.

4. **Class Participation:** Students are expected to attend class each week and read the materials that have been assigned for that week. Any student who will miss a class or be late for class should notify me by e-mail in advance.

**GRADING**
You should note carefully the dates that written assignments are due – late assignments will be taken into account in assigning grades.

Weekly discussion questions and class participation: 25%
Midterm Paper: 35%
Final Project: 40%

Please also note that any student attending NYU who needs an accommodation due to a chronic, psychological, visual, mobility and/or learning disability, or is Deaf or Hard of Hearing should register with the Moses Center for Students with Disabilities at 212 998-4980, 240 Greene Street, www.nyu.edu/csd.
COURSE SCHEDULE

1. January 19: Introduction

2. January 26: Academic Organizations -- Institutional Differences:
   Birnbaum: How Colleges Work – chapters 4 - 7
   Clark, Burton R., “The Organizational Saga in Higher Education.”

3. February 2: Academic Organizations -- Managing the Organization
   Birnbaum: How Academic Leadership Works – Chapter 1 - 5
   Weick, Karl, “Educational Organizations as Loosely Coupled Systems”
   Clark, Burton, “The Academic Life: Small Worlds, Different Worlds”

4. February 9: Academic Organizations -- Organizational Decision Making
   Birnbaum: How Academic Leadership Works – Chapters 6 - 9
   Birnbaum: How Colleges Work – Chapter 8
   Birnbaum, Robert. “The Latent Organizational Functions of the Academic Senate”
   Tuchman, Gaye, Wannabe U, Chapters 4-5

5. February 16: Faculty Issues -- Faculty Rights and Responsibilities
   Tuchman, Gaye, Wannabe U, Chapter 6

6. February 23: Faculty Issues -- Institutional policies and procedures
   VanUmmersen, Clair. “No Talent Left Behind: Attracting and Retaining a Diverse Faculty.”
   “The Growth of Full-Time Non-Tenure Track Faculty,” Report Issued by AFT Higher Education
   “New Push for Full-Time Faculty Jobs” Inside Higher Education, 11/30/06

   Barr, Margaret. Academic Administrator’s Guide to Budgets and Financial Management – Chapters 1 – 5
   Geiger, Roger L. “Politics, Markets, and University Costs: Financing Universities in the Current Era.”

8. March 9: Financial Management, continued
   Midterm Project Due
March 16: NO CLASS

   Commission Appointed by Secretary of Education Margaret Spellings
   http://ed.gov/about/bdscomm/list/hiedfuture/reports/final-report.pdf
   Misencik, Karen, John S. O’Connor, and James Young. “A Learning Place: Ten
   Years in the Life of a New Kind of Campus Center”
   Selingo, Jeffrey. “Do Frills Have a Future?” The Chronicle of Higher Education,
   February 27, 2009.
   Pennington, Bill. “Small Colleges, Short of Men, Embrace Football.” In The New York
   Times, July 10, 2006
   Lederman, Doug. “A (Money) Losing Proposition” Inside Higher Education, May 16,
   2008.
   Thelin, John R. “The Old College Try. Balancing Academics and Athletics in Higher
   Education.” ERIC Digest, ED317102, 1989.

   Suggested:

10. March 30 – No Class
   Stevens, Mitchell. Creating a Class (Harvard University Press, 2007): Chapters 1 – 4
   Watch the debate at: http://millercenter.org/public/debates/ed_econ

11. April 6: Student Issues – Curriculum and Retention
    GUEST SPEAKER: Professor Richard Arum
    Arum, Richard and Josipa Roksa, Academically Adrift: Limited Learning on College
    Campuses (University of Chicago, forthcoming Fall 2010): Chapter 5
    Race” in Remaking the American University (Rutgers University Press, 2005)
    Campbell, Don – Keeping Them in College, National CrossTalk, Fall 2006
    McLeod, Willis and Jon M. Young. “A Chancellors’s Vision: Establishing an
    Institutional Culture of Student Success”
    Kirp, David, Shakespeare, Einstein and the Bottom Line: The Marketing of Higher
    Education, chapter 10.

12. April 13: Enrollment Management:
    Stevens, Mitchell. Creating a Class (Harvard University Press, 2007) Chapters 5 - 8
    Rowley, Daniel James, Herman Lujan, and Michael G. Dolence. Strategic Change in
    Colleges and Universities. Chapter 11
    Coomes, Michael D. “The Historical Roots of Enrollment Management” in The Role
    Student Aid Plays in Enrollment Management: New Directions for Student
    Services, No. 89, edited by Michael Coomes.

13. **April 20: Strategic Planning**
   - Rowley, Daniel James, Herman Lujan, and Michael G. Dolence. *Strategic Change in Colleges and Universities*. Preface, Chapter 1-3, 6, 7

14. **April 27: Strategic Planning/Missions and Markets**
   - Rowley, Daniel James, Herman Lujan, and Michael G. Dolence. *Strategic Change in Colleges and Universities*. Chapter 4, 5

15. **May 3: Final Projects Due**