University of South Carolina
College of Education
Department of Educational Leadership and Policies

EDHE 830: Organization, Administration, and Governance of Higher Education

Fall Semester 2007

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Meeting time: Mondays, 4:30 – 7:15 p.m. Classroom: 101 Wardlaw College

Course Description & Goals
The purpose of this course is to apply organization and administrative theory to post-secondary institutions of education, with emphasis on policy implementation. In this course we will ask:

- How are colleges and universities organized?
- Who controls academe? How is it administered and governed?

The goals of this course are to gain a deeper understanding of these questions, practically and theoretically. We will seek to understand how colleges and universities work (or don’t) by examining real-world cases and the academic literature. Students will become familiar with the literature on the organization, administration, and governance of institutions of higher education. Students will be able to apply major theoretical concepts to organizational problems and issues and be prepared to apply these perspectives to practical problems.

Course Requirements and Expectations
- You are expected to participate. Three hours is a long time (too long!) to listen to a professor lecture. Your participation will make the class more lively and interesting. Pay attention to current events that are relevant to the course and bring them to class to discuss. Attendance is important (if you do not attend, you cannot participate).
- We may have visitors for certain classes. Please be prepared to ask engaging and probing (yet respectful) questions.
- Correctly use APA format on all of your work. If you do not own a copy of the APA Manual (5th ed.), you should purchase one. The spiral bound version makes it easier to use. (The full title is Publication Manual of the American Psychological Association.)
- Please submit your work on time. If you know you must miss a class, please submit your work in advance.
- Please refer to the University’s Academic Calendars at http://registrar.sc.edu/ for deadlines and other important University-wide dates.
- Students are expected to act professionally and ethically in the class. See “The Final Page.”
Grading
You will be graded based on your performance on the required assignments and class participation based on the following scale:

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<th>Letter Grade</th>
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<tr>
<td>A</td>
<td>93 – 100%</td>
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<td>A -</td>
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<td>B+</td>
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<td>B -</td>
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<td>C</td>
<td>70 – 79%</td>
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<td>D</td>
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Required Texts


Additional readings are listed for each week and are available on Blackboard.


Course Assignments

Organizational “Reaction” Paper: Write a short (2-3 pages) paper about an educational organization you work with or are familiar with. Some of the types of questions you should address: What are its major functions? Does it work? Why or why not? How or how not? What do you think would make it work better? Who has power and influence? (Are those with influence the same as those at the top of the organizational chart?) Bring an organizational chart (draw one if one doesn’t exist) to class (on an overhead if you can) on September 10th. The paper is due September 10th and is worth 10% of the course grade.

Class Participation: All students are expected to participate on a regular basis. Additionally, groups of two or three students will be responsible to be discussion leaders each week. (Each student will only be assigned one week.) On your week, it will be your responsibility to begin the class discussion of the assigned readings with thoughtful insights and questions for about five to ten minutes. While every student should read all of the material every week, the discussion leaders for a given week should be extra prepared on the readings—able to clarify questions, to dig further into the literature, and to engage the class in the readings. The discussion leaders for a given week should work together both before and during the class they are responsible for. General class participation is worth 10% and leading a discussion another 10% of your grade.
Book Review: You will write a book review of a presidential biography or memoir, using the traditional book review format you would see in an academic journal. The review is limited to 2,000 words. Where appropriate, use references to other academic works (usually no more than 3 to 5). You should go beyond restating the facts or arguments from the book—engage your reader to want to read the book (or avoid it!). Focus on issues relevant to this course: What organizational, administrative, and governance issues did the president face and how did he or she handle them? What lessons about the organization, administration, and governance of universities can be learned from this president? Discuss the frames from Bolman and Deal to the extent possible. Identify your book by September 17th. Be prepared to discuss your review in class on October 8th. The review is due October 8th and is worth 20% of your grade.

Institutional Event Analysis: Attend a campus event and write an analysis of this event, describing and explaining its significance to the campus. This event could include a convocation, faculty meeting, a board of trustees meeting, inauguration, “state of the university” speech, etc. What organizational, administrative, or governance significance does this event have for the campus community? Explain any historical, cultural, or social dynamics that would help the reader understand the context of the event. The paper should be about 5 pages. Use outside references as needed. It is due November 26th to allow time to identify and attend an event but you are welcome (and encouraged!) to turn it in earlier. This event may relate to the organization you use for the Organizational Analysis paper if it makes sense to do so. It is worth 15% of your grade.

Organizational Analysis: Select an organizational unit within in a college or university (not where you work) to analyze. You should provide a detailed (10-15 pages) description and analysis of the office including information about its history, mission, its organization, budgetary matters, how it evaluates its effectiveness (or how others do), and current challenges it faces. Finding an office that has undergone a reorganization or other major change such as a change in leadership may help create a more dynamic experience and paper. You should interview members of the unit. Use outside references to evaluate and explain how this unit works (or doesn’t). Do not choose a unit that is too large (the entire university) or too small (the faculty ombudsman [n=1]). Submit a one-paragraph proposal for the office you plan to analyze by September 24th. Prepare a short (5 minute) overview of your paper for class, focusing on the more interesting issues, for December 3rd. The paper is due December 3rd and is worth 25% of your grade.

Final Examination. A final examination will be worth 10% of your grade and will be due on December 10th by 5:00 p.m. via Blackboard.
Class Schedule

August 27  Introductions, Course Overview

September 3  No Class (Labor Day)

September 10  No Class (Cancelled)

Due:  Organizational “Reaction” Paper

September 17  Overview of Higher Education Organizations, their Administration and Governance
Introduction to Theoretical Frames

Reading:
Bolman & Deal (B&D), Part 1

Due:  Title of Presidential Memoir or Biography

September 24  State Oversight and State Systems of Higher Education Structural Frame

Reading:
B&D, Part 2
Hermalin, Heller (Chapters 2 & 3 in Ehrenberg)

Due:  Proposal for Organizational Analysis
October 1  Boards of Trustees and State Boards
Structural Frame (cont.)

Reading:
B&D, Part 2 (cont.)
Freedman (Chapter 1 in Ehrenberg)
Performance: Results of a National Study of Governing Boards in

October 8  Presidents
Political Frame

Reading:
Presidential Biographies

Due:  Book Review

October 15  Presidents (cont.)
Political Frame (cont.)

Reading:
B&D, Part 4
success and failure in the college presidency* (Chapters 2 & 8).

October 22  Faculty and Faculty Senates
Human Resources Frame

Reading:
B&D, Part 3
Birnbaum, R. (1989). The Latent Organizational Functions of the
Academic Senate: Why Senates Work Do Not Work But Will Not
*American Behavioral Scientist, 46*(7), 960-977.
Minor, J. T. (2004). Understanding Faculty Senates: Moving from
October 29  
Colleges and Departments; Centers and Institutes  
Human Resources Frame (cont.)

Reading:  
Lohmann, Hammond (Chapters 4 & 5 in Ehrenberg)  

November 5  
Students and Other Governance Actors (Alumni, Athletics)  
Symbolic Frame

Reading:  
B&D, Part 5  

November 12  
International Perspectives on Governance: The Case of México

Reading:  
November 19  
Combining and Integrating the Frames

Reading:
B&D, Chapters 15 & 16
Kaplan (Chapter 7 in Ehrenberg)

November 26  
Governance in Practice, Combining the Frames
(Substitute Instructor: Dr. Katherine Chaddock)

Reading:
B&D, Chapters 17 – 21

Due: Institutional Event Analysis

December 3  
Conclusion and Organizational Analysis Presentations

Reading:

Due: Organizational Analysis Papers

Presentations: Organizational Analysis Projects

December 10  
Final Exam due by 5 p.m. via Blackboard
The Final Page: Class Ethics

The following should go without saying…but just in case it doesn’t, here it is:

Classroom Behavior
Please comport yourself in a way that is conducive to the learning of everyone in the class. Turn off your cell phone. Do not receive or make calls during class. Do not text. If you use a computer to take notes, turn your email and other alarms off. Arrive on time.

Academic Integrity
You are expected to practice the highest possible standards of academic integrity. Academic dishonesty will not be tolerated. Any deviation from this expectation will result in a minimum of your failing the assignment, and may result in additional, more severe disciplinary measures up to and including referring you to the Office of Academic Integrity. Violations of the University's Honor Code include, but are not limited to improper citation of sources, using another student’s work, and any other form of academic misrepresentation. For more information, see the Carolina Community Student Handbook.

Remember that the first tenet of the Carolinian Creed is, “I will practice personal and academic integrity.”