EDHE 830: Organization, Administration, and Governance of Higher Education
Spring 2008

Instructors
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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?
- How are academic systems, institutions, and units administered and governed? Who controls them, and how?

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 organizational and administrative theories and concepts 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).
- 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.
- Students are expected to act professionally and ethically in the class.

Grading
You will be graded based on your performance on the required assignments and class participation based on the following scale:

A: 94-100% (Perfect performance)  C+: 78-82% (Adequate)
B+: 87-93% (Excellent)  C: 70-77% (Less than adequate)
B: 82-86% (Good)  D: < 70% (Unacceptable)
Required Texts


Course Assignments

Class Participation: All students are expected to participate on a regular basis. Additionally, groups of two 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 (the first 10 or 15 minutes) of the assigned readings with one or two thoughtful questions and follow-up conversation. 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 15%; and discussion leadership 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? Refer to theories and concepts in our course reading to the extent possible. Identify your book by January 28th. Be prepared to discuss your review in class on February 18 or 25. Your written review is due on February 25 and is worth 25% of your grade.

Presidential Search Analysis Project: The president of the University of South Carolina has announced his resignation and you are charged with finding his replacement. Utilizing the research (including the biographies) on effective college presidents, create a rubric for the ideal presidential candidate, taking into consideration the history, culture, and specific needs of USC. Identify at least five possible candidates that fit the criteria you have created. (Do not contact or interview your candidates, however!) The class will be divided into three search committee groups, each working independently. Each group will have 25 minutes (including Q&A) to present their findings on April 7. The project is worth 20% of your grade.

Organizational Analysis Paper: 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 (6 to 12) of the unit, and include interview quotes to enrich your paper. 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, justifying why
you selected it, by March 3. Prepare a short (5 minute) overview of your paper for class, focusing on the more interesting issues, for April 21. The paper is due April 21 and is worth 30% of your grade.

**Class Schedule**

1/14: Drs. Anderson and Chaddock: Introductions and overview

1/21: No class, Martin Luther King day.

1/28: Dr. Anderson: Basic organizing and governance characteristics and issues. Reading: Course Reader, Part 1. **Due:** Oral statement of presidential biography selection. [John Dingfelder]

2/4: Dr. Anderson: State systems, oversight and coordination, regents and trustees. Reading: Course Reader, Part 2. [David Ruda]

2/11: Dr. Chaddock: On campus: Presidents, provosts, and other administrators. Understanding theories, frames, models, & concepts. Reading: Course Reader, Part 3; Bolman and Deal, Part 1. [Sri Sitharaman]

2/18: Dr. Chaddock: Structure and bureaucracy v. organized anarchy. Reading: Course Reader, Part 4; Bolman and Deal, Part 2. **Due:** Begin in-class oral presentations of presidential biographies. [Kay Thomas]

2/25: Dr. Anderson: Faculty factors: How they organize in Senates, departments, committees, etc. Reading: Course Reader, Part 5. **Due:** Remainder of in-class oral presentation of presidential biographies, AND hand in written book reviews. [Mackenzie King]

3/3: Dr. Chaddock: Participation and decision making for faculty and administrators. The Human Resource Frame. Reading: Bolman and Deal, Part 3. **Due:** One-paragraph proposal for Organizational Analysis Paper. [Kassandra Gove]

3/10: **SPRING BREAK!**

3/17: Dr. Chaddock: Organizational political issues and realities. Reading: Course Reader, Part 6; Bolman and Deal, Part 4. [Scarlett Benjamin]

3/24: Dr. Anderson: Students and other governance actors. The influence of culture and symbols. Reading: Course Reader, Part 7; Bolman and Deal, Part 5. [Sherrigan Feaster]

3/31: Dr. Chaddock: Additional concepts to help us analyze: Elite theory, group theory, incrementalism, garbage cans, etc. Reading: Course Reader, Part 8. [Lauren Kozlik]

4/7: Dr. Chaddock: Examples of bringing concepts to organizational practice. Reading: Course Reader, Part 9. **Due:** Oral presentations (Dr. Anderson joins us) of Presidential Search Analysis. [Amber Stegelin]

4/14: Dr. Anderson: International perspectives. Reading: Course Reader, Part 10. [Katie DiSimone]

4/21: Dr. Anderson: Combining the frames. Reading: Bolman and Deal, Chaps. 15, 17 and 21. **Due:** Organizational Analysis Papers and oral presentations (Dr. Chaddock joins us).
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.”