



HIED 657 ORGANIZATION AND GOVERNANCE IN HIGHER EDUCATION

Fall 2014

Class: Aug 27 – Dec 13

Thursday, 7:30-9:50pm, UCD 410

Web-Enhanced (via eCollege)

Instructor: Derek Lester, PhD

Office Locations: Universities Center at Dallas, 1901 Main Street, Suite 430, Dallas, TX

Office Hours:

- Tuesday, 1pm to 5pm (TAMUC Campus)
- Thursday, 2pm to 5pm (UCD)
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COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Required Textbooks

Ehrenberg, R.G. (Ed.). (2005). *Governing academia*. Ithaca, New York: Cornell University Press.

Marion, R., & Gonzales, L. D. (2013). *Leadership in education: Organizational theory for the practitioner*. Long Grove, IL: Waveland Press.

Publications Manual of the American Psychological Association (6th ed.). (2010). Washington D.C.: American Psychological Association.

Recommended Readings

Morgan, G. (2010). *Images of organization* (3rd ed.). Thousand Oaks, California: Sage Publications.

Mortimer, K.P., Sathre, C.O.B. (2010). *The art and politics of academic governance: Relations among boards, presidents, and faculty*. Lanham, Maryland: Rowman & Littlefield Publishers.

Course Description

Three semester hours. This course will examine organizational theories, models, policies, and cultures; external and internal governance and management processes; leadership theories and practices; and critical roles and responsibilities affecting a variety of college and university administrative and instructional units.

Student Learning Outcomes

Upon completing this course, each student will:

1. Describe organizational theories, models, and work processes present at the state, system, and institutional level.
2. Explain various state and institutional governance processes related to higher education.
3. Gain understanding of different types of state higher education systems.
4. Gain understanding of state higher education system governance.
5. Understand the basic organizational arrangements that colleges employ to deliver instruction or services.
6. Identify the roles and responsibilities of leaders at colleges, universities, and higher education systems.
7. Understand the issues and challenges that face university and college leaders.
8. The student will develop their knowledge and understanding of the content through projects, in-class discussions, and presentations.
9. Apply theory to practice in a final paper.
10. Learn to consume research and apply to practical university organizational settings.

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments

Round Robin Article Discussions

The first and third week of the month will be a round robin presentation of a research article that pertains to students' organization or theory interest. Each student will have five (5) minutes to present the six factors of an article literature review, comment on findings, and field questions from the group. Each presenter will supply a handout with the six points of the article.

The six points to include in the hand out, for higher education research articles, are: Population, N, institution, instrument, data analysis, and results.

Group Led Chapter Discussion

The class will be divided into groups of 4 people. Each group will lead the review and discussion for about three chapters from the Marion & Gonzales and Sedman texts. Chapter discussions will be about 45 minutes in length. Content presentation will be about 20-25 minutes in length, with a similar amount of time for application discussion. The first half of the presentation will be a review and highlight of the theories outlined in the chapter. The second half of the presentation may be a research article summary that used one of the highlighted theories (about 5 minutes of content). The rest of the time will be a discussion or exercise that highlights the implications and/or application of the main ideas presented in a chapter. 10% of the total grade.

Individual Paper and Presentation of a Higher Education System or Governing Organization

Students will write a 5 to 7-page paper and present the findings in-class in a round table session. The purpose of this assignment is to define the organizational arrangement of a state level university/college system in California or Texas. These states are examined because of the influence that the two most populous states have on the rest of the country. The project will define the organizational arrangement of state level higher education institutions. Students may outline the purpose and organizational structure of one of the following: the California Master Plan for Higher Education, a California UC, CSU, or community college system, the Texas

Higher Education Coordinating Board, one of the Texas university systems, or the Texas A&M System Board of Regents.

California Master Plan for Higher Education.

Students will identify how the California Master Plan for Higher Education defined the relationship among the UC, CSU, and community college systems among each other. Outline the unique roles and responsibilities of each of the systems.

California systems.

Review a California UC, CSU, or community college system.

Texas Higher Education Coordinating Board.

Describe the Texas Higher Education Coordinating Board. Include the following information in the paper and presentation:

- Roles and responsibilities of the board
 - How board members are appointed.
 - Number of appointees.
 - Different positions on the board.
- Recent administrative or legislative action.

Texas systems.

Evaluate one of the Texas systems. Review the organization structure for one of the six Texas university systems (A&M, UT, UNT, Texas State University, Texas Tech University, and the University of Houston Systems) or one of the 50 public community college districts. Include the following information in the paper and presentation:

- Types of institutions
- Size of the system
- Organizational roles and responsibilities
- How the board is appointed and number of appointees
- Roles and responsibilities of the Board of Regents

Project Elements

Paper format.

- Five page final draft.
 - Supply a brief history of the college/university/university system.
 - Date founded
 - Number of institutions
 - Types of institutions
 - Describe the organizational structure/hierarchy (outlined above).
 - Goals for the Organization

Presentation format.

- Round Table Format
- Present to assigned group (groups will be assigned by me the day of the event)
- One-page handout
- Eight-to-Ten minute presentation.
 - Brief history of the system.

- Organizational structure
- Goals for organization

Individuals' paper and presentation are due October 2, 2014.

Final Paper - Organization/Metaphor Paper and Presentation

The major paper/project for the class is an individual paper and presentation that will be a synthesis and application of organizational and governance content as it applies to a descriptive and/or explanatory theory of an organization's behavior. The individual paper will have two parts. The first part will contain the synthesis of an organizational theory and a description of an academic organizational/governmental unit.

The second part of the paper will be an application of the theory to an organization. The organizational theory used in the paper may be any one of the theories described in the Marion and Gonzales text. The governmental/organizational unit is of the students' choosing. Any college or university unit may be examined: academic, student services, development, or financial aid. Or, any governmental organization maybe be researched: state coordinating boards, state systems, individual university or college board of regents, state or federal legislative or executive branches, financial aid offices, NGO's, or any other instructor approved governmental unit.

Three paper drafts will be submitted for review: first, second, and final draft. The first two drafts will help the student and professor focus the paper content and improve writing. Grading for the first two drafts will be liberal, as the goal for these drafts is for the student to focus the work, and for me to see progress and refinement of a concept. The final draft will be diligently graded.

Each student will deliver a 7-10 minute presentation on December 5. The presentation content will follow the paper sections. There will be only a brief amount of time for audience questions at the end of each presentation.

Paper Required Elements

First draft.

- Two-page proposal (2-page)
 - Use the paper outline listed under the Final Draft section.
 - Specifically identify the organizational unit to be studied.
 - Included a literature review in the Theory section with two write-ups of peer-reviewed research articles that used one of the theories in the Marion and Gonzales text to investigate. These articles should be used as a resource to help you choose a specific theory to use for the final paper.
 - Include a Reference section with five peer-reviewed research paper sources. Additional sources such as official websites (college or governmental), newspapers, magazines, peer reviewed literature, may be included.

Second draft.

- Five-page second draft (5-page)
 - Three-pages of text that outline the organization unit (3-pages)
 - Two-page description of an organizational theory (2-page)
 - One-page of literature review of the theory (1-page)

Final draft.

- Masters Students - Twelve to thirteen-page final draft
- Doctoral Students – Fifteen to seventeen-page paper

Introduction**Unit Description (3-4 pages)**

This section will explain the organization and the organizational behaviors, changes, or outcomes. The Literature Review for this section may be a brief one-page (total) summary of four or five articles that specifically relate to the type of institution described in the previous section.

Organizational Hierarchy**Organization's Purpose/Goals****Literature Review of X Organizations****Theory (4-5 pages)**

Outline the theory. You may cite from the Marion and Gonzales text, but also cite from the original source or a peer-reviewed article that offered a summative explanation of the theory. The Literature Review section will include the summaries of at least five articles that used the theory to investigate an organizational issue. The Literature Review for this section may be a one or two-page summary of six to ten articles.

X Theory**Literature Review of X Theory****Application of Theory to the Organization (5-8 pages)**

This section will describe and/or explain an organizations' behavior and structure through the lens of one theory.

Theory as Explanation for Organizational Behavior (Option 1)**Theory as Explanation for Organizational Structure (Option 2)****Theory-based Improvements to the Organizational Unit****Conclusion****References****Paper presentation.**

- Power Point Presentation with 5-7 slides
- Seven to ten-minute presentation.
 - Three minutes to describe the organization
 - Organizational structure
 - Goals for organization
 - One to two minutes to describe theory
 - Keep this section brief, as we have all read the same material.
 - Five to six-minutes to apply theory to an organization
 - Use theory to explain behavior and/or structure.
 - Make theory based recommendations to improve the organization.

Web-Enhanced Projects**Reading Logs (On-line journals)**

- Write a two-page summary (approximately 500 words) for each assigned reading chapter.

- Post the article summaries into the Journal section of eCollege. Article summaries are posted under the Journal section because the reading and processing of ideas is a personal and contemplative experience. Each of the assigned readings deserves your time and calm, reflective thought. As doctoral students, the thoughtful processing of ideas is your main goal as you prepare to write a dissertation. Please enjoy this journaling process as you read and absorb the content.

Discussion post

- For each posted discussion question, respond with a comment or questions to either the original question or to a colleague's comment/question. The purpose of on-line discussion posts is to help facilitate the understanding of the material before the class period. Discussion posts will add to the depth of discussions during the in-class period because of the additional time in thought and conversation outside of class.

Attendance Policy

Class attendance is an integral part of the educational process. Students who miss class miss out on the dialectic process of exchanging ideas with the instructor and colleagues. Two absences will not affect a student's grade. A third absence will result in a 5% reduction of the total course grade. The fourth absence will result in an additional 5% reduction of grade. A fifth absence will result in a failing grade for the course.

Participation

Ten percent of the total course grade is dependent on individual students' class participation. Students are expected contribute to every class period to class discussion. 1.25 points are earned per day.

Writing Requirements

All papers are to follow APA format guidelines. Begin papers with an APA title page. Font is to be 12 point, New Times Roman, double-spaced. Normal margins: one inch left, right, top, and bottom. Secure the paper with one staple in the top left corner. No folders please. Written assignments are generally graded according to the following criteria:

- Completeness of response to the assignment: 55% of grade
- Organization and coherence: 30% of grade
- Appropriate grammar, punctuation, spelling: 10% of grade
- Use of disciplinary format and citation style: Paper displays correct use of student's disciplinary format and citation style (APA, 6th Edition) for papers submitted for presentation or publication. Non-cited statements within a paper will result in a loss of points in accordance with the 5% earned for APA format and citation: 5% of grade

Grading

- Project (15%)
 - Paper (10%)
 - Presentation (5%)
- Research Paper (35%)
 - Proposal: 2-pages (Research paper topic, sources) (2%)
 - 2nd Draft: 5-pages (5%)

- 12 to 13-page research paper (18%)
- Presentation (10%)
- 2-page commentary of EACH assigned chapter. (20%)
- Exam (20%)
- Participation (10%)

A =	4.0 = 90-100%
B =	3.0 = 80-89%
C =	2.0 = 70-79%
D =	1.0 = 65-69%
F =	0.0 = < 65%

TECHNOLOGY REQUIREMENTS

Some course assignments and internet-based research is required in this course. A computer, smart phone, or tablet with Internet access will be needed to complete some assignments. A wireless connection is available to students on campus. Computers are available for student use in the Gee Library, campus, and UCD computer labs. For more information concerning library or campus computer labs, visit <http://www.tamu-commerce.edu/library/>

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:

Email me at Derek.Lester@tamuc.edu. I will reply to emails within 48 hours. Use only your TAMU-Commerce email when communicating with me. I may also be reached on my cell phone: (206) 407-9904.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Respect Differing Views

As with all graduate courses, this course deals with ideas. Please be respectful of individuals with ideas and beliefs that differ from your own. If you disagree with someone then ask them why they believe as they do, and then listen to the answer. People can have complex reasoning for what is seen as, on the surface, a simple idea. Only civil and even-tempered discussions will be permitted in class.

Academic Honesty

Plagiarism within an assignment will result in a failing grade for that assignment. I expect all assignments for this course to be original works produced specifically for this course. At the instructor's discretion, if the plagiarism may have been accidental, an assignment may be redone for a maximum grade of 80% of the original total. Work produced, whether in part or in whole, from assignments for other courses will not be accepted for credit.

Technology Use

Personal use of computers, cell phones, or tablets is not permitted during the class session.

Late Assignments

An electronic or hard copy of each assignment is due at the beginning of class. Electronic copies must be emailed to my TAMU email address. Hard copies will be handed in at the beginning of class. Late assignments will lose one letter grade (10%) per day late. The measurement of days ends at 11:59pm the following day of class. A new day begins at Midnight (12 am) and continues to 11:59 pm. Late assignments may be turned in via email.

Examination Policy

Exams are timed and closed book.

Religious Holidays Policy

Reasonable accommodation will be given to students who require class absences because of religious holidays. However, the attendance policy is still in effect.

Writing Center

Students are encouraged to visit the A&M-Commerce Writing Center for writing assistance. Also, I am available to help with the writing process during office hours and by appointment.

University Specific Procedures

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library

Room 132

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

StudentDisabilityServices@tamuc.edu

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook*).

COURSE OUTLINE / CALENDAR

COURSE SCHEDULE FOR FALL 2014

Date	Topic	Reading(s)
Aug 28	Introductions Syllabus Web-Enhanced Discussion Posts and Journal The Primacy of Theory <ul style="list-style-type: none"> • Theory Defined • Theory Implemented Mini Lecture on Human Learning and Course Construction - DL	
Sept 4	Good Power Point v. Bad Power Point Marion and Gonzales Ehrenberg (Group Article Summary) (Paper Proposal Draft 1 – Write-up of Two Articles – Present to group for critique)	Chapter 1 – DL Intro - DL
Sept 11	Round Robin Article Discussions Marion and Gonzales Ehrenberg Paper Draft 1 Due	Chapter 2 Chapter 1 & 2
Sept 18	Marion and Gonzales Ehrenberg	Chapter 3 Chapter 3 & 4
Sept 25	Round Robin Article Discussions Marion and Gonzales Ehrenberg	Chapter 4 Chapter 5 & 7
Oct 2	Writing Day – No Class	
Oct 9	Round Robin Article Discussions Project Paper and Presentation Due Round Table Presentations Marion and Gonzales	Chapter 5
Oct 16	Marion and Gonzales Ehrenberg	Chapter 6 & 7 Chapter 8
Oct 23	Round Robin Article Discussions Marion and Gonzales	Chapter 8 & 9

Oct 30	Marion and Gonzales Paper Draft 2 Due (Dr. Jones Guest Lecture – Tentative)	Chapter 10
Nov 6	Round Robin Article Discussions Marion and Gonzales	Chapter 11 & 12
Nov 13	Marion and Gonzales Discuss Final Paper and Presentations	Chapter 13 & 14
Nov 20	No Class – Writing Day (ASHE Conference)	
Nov 27	No Class – Thanksgiving	
Dec 4	Final Presentations Final Paper Due	
Dec 11	Final Presentations Final Exam	

Additional Readings

- Altbach, P. G., Berdahl, R. O., & Gumport, P. J. (2005). *American higher education in the twenty-first century: Social, political, and economic challenges* (2nd ed.). Baltimore, MD: Johns Hopkins University Press.
- Altbach, P. G., Gumport, P. J., & Johnston, D. B. (2001). *In defense of American higher education*. Baltimore, MD: Johns Hopkins University Press.
- Argyris, C. and Schön, D. (1996). *Organizational learning II: Theory, method and practice*. Reading, Mass: Addison Wesley.
- Argyris, C., & Schön, D. (1978). *Organizational learning: A theory of action perspective*. Reading, Mass: Addison Wesley.
- Bess, J. L. & Dee, J. R. (2007). *Understanding college and university organization: Theories for effective policy and practice* (Volumes 1 & 2). Sterling, VA: Stylus.
- Birnbaum, R. (1992). *How academic leadership works: Understanding success and failure in the college presidency*. San Francisco: Jossey-Bass.
- Birnbaum, R. (1988). *How colleges work: The cybernetics of academic organization and leadership*. San Francisco: Jossey-Bass.
- Birnbaum, R. (2000). *Management fads in higher education: Where they come from, what they do, and why they fail*. San Francisco: Jossey-Bass.
- Bolman, L. G., & Deal, T. E. (2008). *Reframing organizations: Artistry, choice, and leadership* (4th ed.). Jossey-Bass: San Francisco.
- Brown, M.C. (2000). *Organization and governance in higher education* (5th ed.). Boston: Pearson Custom Publishing.
- Clark, B. R. (2008). *On higher education: Selected writings, 1956-2006*. Baltimore, MD: Johns Hopkins University Press.
- Clark, B. R. (1987). *The academic life: Small worlds, different worlds*. Berkeley, CA: University of California Press.
- Cohen, M. D. & March, J. G. (1974). *Leadership and ambiguity: The American college president*. New York: McGraw-Hill.
- Ehrenberg, R. E. (Ed.) (2004). *Governing academia*. Ithaca: Cornell University Press.
- Etzioni, A. (1964). *Modern Organizations*. Englewood Cliffs, NJ: Prentice Hall.
- Gumport, P. (2008). *Sociology of Higher Education*. Baltimore, MD: Johns Hopkins University Press.
- Kezar, A. (2001). *Understanding and facilitating organizational change in the 21st century*. ASHE-ERIC Monograph 28:4. San Francisco: Jossey Bass.
- Kerr, C. (1994). *The uses of the university. Fourth edition, with 1994 commentaries on past developments and future prospects*. Cambridge: Harvard University Press.
- Kuh, G. D., & Whitt, E., J. (1988). *The invisible tapestry: Culture in American colleges and universities*. Washington, DC: The George Washington University.
- Kezar, A., Contreras-McGavin, M., & Carducci, R. (2006). *Rethinking the "L" word in Leadership: The revolution in higher education*. San Francisco: Jossey-Bass.
- March, J. G. & Simon, H. A. (1993). *Organizations* (2nd ed.). Cambridge, MA: Blackwell.
- Mintzberg, H. (1989). *Mintzberg on management*. New York: Free Press.
- Morgan, G. (2006). *Images of organization* (3rd ed.). Newbury Park, CA: Sage Publications.
- Mortimer, K.P., Sathre, C.O. (2007). *The art and politics of academic governance: Relations among boards, Presidents, and faculty*. Westport, CT: Preager Publishers.
- Perkins, J.A. (Ed.) (1973). *The university as an organization*. Madison, WI: McGraw-Hill.
- Pfeffer, J. & Salancik, G. R. (2003). *The external control of organizations: A resource dependence perspective*. Stanford, CA: Stanford University Press.

- Powell, W. W. & DiMaggio, P. J. (Eds.) (1991). *The new institutionalism in organizational analysis*. Chicago: University of Chicago Press.
- Schein, E.H. (2004) *Organizational Culture and Leadership*. San Francisco: Jossey-Bass.
- Shafritz, J.M., Ott, J.S., & Jang (Eds.) (2010). *Classics of organization theory* (7th ed.). Belmont, CA: Wadsworth.
- Scott, W. R. & Davis, G. F. (2007). *Organizations and organizing: Rational, natural, and open system perspectives*. Prentice Hall.
- Slaughter, S. & Rhoades, G. (2004). *Academic capitalism and the new economy: Markets, state, and higher education*. Baltimore, MD: The Johns Hopkins University Press.
- Toma, J. D, Dubrow, G., & Hartley, M. (2005). *The uses of institutional culture: Strengthening identification and building brand equity in higher education*. San Francisco: Jossey Bass.

Journals and periodicals (to name a few):

Academy of Management Review
Administrative Science Quarterly
American Journal of Sociology
American Sociological Review
Economics of Education Review
Educational Policy
Higher Education: Handbook of Theory & Research
Journal of Higher Education
Review of Higher Education
Research in Higher Education
Sociology of Education