EAHE 513 Organization and Administration in Higher Education Spring 2013

Class Schedule: Wednesdays, 5-8pm
Location: ### Pulliam Hall
Instructor: Saran Donahoo

Contact: Office – 129C Pulliam Hall
Phone – (618) 453-6077
Email: donahoo@siu.edu

Office Hours: Mondays, 1:30-4:30pm
Wednesdays, 1:30-4:30pm
By appointment

NOTICE: You must apply for graduation by the end of the second week of the semester – February 8, 2013. If you do not submit signed forms by the deadline, they may not let you graduate or participate in ceremonies.

Purpose:
This course will outline the organizational and administrative structure in place at most higher education facilities. Topics covered include administrative structure and leadership, locus of control, areas of professional specialization, accountability, politics, and organizational change and crisis response (management). This course will also examine the internal and external factors that influence both the official and the day-to-day organization and leadership within postsecondary schools.

Primary Texts:
Articles as assigned.

Optional Texts: (One as assigned)
Forbidden Source:
Wikipedia!

Course Objectives:
- Develop an understanding of the organization and governance structures operating in American higher education
- Become familiar with theoretical models that influence the organizational structure of postsecondary schools
- Devise strategies that may be successfully applied to all types of organizations

Points Scale

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
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<tbody>
<tr>
<td>Organizational Chart</td>
<td>5</td>
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<tr>
<td>Facilitation Project</td>
<td>15</td>
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<tr>
<td>Weekly Assessments</td>
<td>15</td>
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<tr>
<td>Book Review OR Midterm Exam</td>
<td>15</td>
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<tr>
<td>Original Case</td>
<td>10</td>
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<td>State Project &amp; Final Exam</td>
<td>25</td>
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<td>Participation</td>
<td>15</td>
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<td><strong>TOTAL</strong></td>
<td><strong>100</strong></td>
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Students must complete all of the assignments in order to satisfy the requirements of the course.

Grading Scale

100-92% = A  
90-82% = B  
80-72% = C

Attendance
All students are expected to prepare for, attend, and participate in each class period. Missing class meetings will effect your participation and may have a negative impact on your grade. Instructor reserves the right to apply this policy on a case-by-case basis.

Students are responsible for obtaining course information and completing all assignments whether present in class or not.

Late Policy
All students are expected to complete assignments in the manner and by the due date specified by the instructor. Students needing extensions should consult with the instructor individually. Late assignments will result in a lower grade. For students who are absent on the day an assignment is due, the assignment is late.

Disability
A student with a disability should contact Disability Support Services at 453-5738 (TTY: 453-2293) for service information. Please notify the instructor of necessary accommodations.
Emergency Procedures
“Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the SIUC Emergency Response Plan and Building Emergency Response Team (BERT) program. Emergency response information is available on posters in buildings on campus, available on BERT’s website at www.bert.siu.edu, Department of Safety’s website www.dps.siu.edu (disaster drop down) and in Emergency Response Guideline pamphlet. Know how to respond to each type of emergency.

Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency. The Building Emergency Response Team will provide assistance to your instructor in evacuating the building or sheltering within the facility.”

Electronic Device Policy
During class time, all participants need to focus on discussions and other activities related to the material required for the course. As such, students cannot use cell phones, two-ways or electronic devices of any kind during class. This includes all calls, text messaging, Internet usage (other than instructor required or requested) or other non-academic electronic usage during class meetings. You are encouraged to leave your cell phone in your car or at home. If you elect to bring your cell phone to class, it should be off or in silent mode. If the instructor deems it necessary, all students will deposit their devices into the cell phone box for the duration of each class meeting. Students may use laptops, tablets, and devices with similar capabilities for academic purposes ONLY!! Individuals who misuse these opportunities will lose the right to have them at all.

Course Assignments
Each student will complete his or her own work as required. Work should be typewritten in a 12-point font. All assignments should include a title, title page, and page numbers. With the exception of in-class work (exams, quizzes, etc.), you must submit all written assignments electronically via email or Desire 2 Learn (D2L). Remember, your D2L username is SIU + your DAWG Tag number. Refer to the Morris Library D2L page – https://online.siu.edu/ to login and obtain help information.

In addition, you must also upload your papers to Turnitin.com prior to submitting it to me for a grade. Once submitted, the system will generate an originality report of for your assignment. You are welcome to run multiple reports up until the due the date. You will NOT receive credit for paper assignments if you have not submitted them to Turnitin.com.

URL: www.turnitin.com
The university rules regarding plagiarism and academic dishonesty as outlined in the Student Code of Conduct section of the SIU Graduate Student Catalog - http://www.siu.edu/gradschl/catalog/Student_Conduct_Code.pdf remain in effect for all students.

**Organizational Chart**

Obtain the organizational chart for a higher education institution, department, or division in which you work, have worked, or are very knowledgeable. Present the chart to the class identifying the basic hierarchy as well as those areas in which the staff assigned to this unit alter, circumvent, or simply ignore the structure established by the chart. Does the organization function according to the chart? Does the chart accurately and adequately represent the organizational structure? Is there anyone or anything missing from the chart that regularly influences administrative function? **DO NOT name names!**

**Due – January 16th**

**Facilitation Project**

Recognizing that this course is following a seminar format, everyone will have the opportunity to teach and lead the discussion. Each week, a group of students will prepare and lead the class in the readings and topic assigned. As part of this process, each group will be responsible for planning how to use the class time, identifying and clarifying keywords for the week, a visual figure to help explain the primary model or topic, creating and utilizing at least two in-class activities, drafting and directing a case study related to your topic, and assessing student outcomes and participation.

You must submit your assessments with the answer key to me by Monday at 9am on the week that your group facilitates the discussion. The format that you choose to use for assessment is up to your group, but you must make sure that every person in class has an opportunity to participate. If you choose to use a paper assessment, I will provide you with copies when class begins to use as you facilitate your topic. Use of Prezi, Powerpoint, and other mediums are encouraged, but not required.

**Due – Complete in-class week of assigned topic**

**Weekly Assessments**

When you are not presenting, you should be paying attention, learning, and participating in class. To ensure that everyone is learning the material, each group will create an assessment instrument. These assessments will count for credit.

**Due – Assigned in-class; follow instructions provided**
Book Review – Master’s Students

Select one of the books from the optional reading lists. Draft a book review, which critically analyzes the contents, presentation, and views offered on higher education structure, governance, and administration. In addition, your review must also place the book into context with other publications on the same topic(s). Each review should include at least 5 additional sources, which are appropriately referenced throughout the text. It is not enough to simply attach a list of related sources at the end. Use the additional sources to place the book in context and to help with your critique. (Refer to list of examples provided by the instructor).

**Maximum** of five double-spaced pages plus reference page all in APA format.

**Due** – March 6th

Midterm Exam – Doctoral Students

This exam will cover any and all topics discussed in the course or assigned in the readings up to this point. The exam will be take home. The purpose of this assignment is to prepare for preliminary exams by synthesizing information on a topic. Your responses must be narratives directly related to the questions, typewritten, and apply all of the other assignment guidelines contained in the syllabus. Additionally, your responses to the set of questions should be 20-25 pages plus a list containing a minimum 10 references. Utilize APA 6th edition throughout your document.

**Due** – March 27th

Original Case

The cases in the Manning book and those created as part of your Facilitation Project provide opportunities to apply theoretical and scholarly information about higher education organization and administration to situations that may occur on campus. Working individually, write your own case. You may construct your case broadly, however, the primary issue at the heart of each case should involve something related to the organizational structure of your fictional institution, administration of your institution, and/or the leaders involved with your campus. Write your case as something that students may potentially have to examine and solve since I will likely use some of them in future classes.

**Due** – April 17th

State Project & Final Exam

Under the U. S. Constitution, each state retains the right to structure their schools in their own way. As a result, each state utilizes different, yet somewhat related governance structures to manage public education on all levels. For a given state, each group will research, describe, and assess the governance structure of public higher education. To complete the assignment, each group must submit poster, paper, and oral presentations about their state. See project handout for further details. Information about the final exam will materialize as needed.

The project evaluation will focus on the completeness of the research, the content and structure, creativity especially in the poster presentation, group participation, and
audience assessment. To be sure, creativity is required! Failure to attend or participate in the presentations of others may negatively impact your grade.

Possible states – Connecticut, Iowa, Minnesota, Nevada, South Dakota, and West Virginia. The examination portion will cover any and all topics discussed throughout the semester.

**Due – May 1st**

**Note:** This class may run longer than the normally scheduled class time, so please be prepared and make family, job, and other arrangements as needed.

**Course Schedule**

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<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
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<tr>
<td>January 16th</td>
<td>Introduction and Overview</td>
<td>What is or makes a university?</td>
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<td><strong>Organizational Charts due</strong></td>
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<td>January 23rd</td>
<td>Institutional Organization</td>
<td>What do we value the most in 21st Century higher education?</td>
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<td>What should we value?</td>
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<td>How should our mission and structures promote these values?</td>
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<td><strong>Readings</strong> – Manning, Chapter 1 – Introduction and Context Setting</td>
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<td>Rhoades, G. (2006, Spring). The higher education we choose: A</td>
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<td>Carey, K. (2007, Sep.). Truth without action: The myth of higher-</td>
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<td>governance challenges: A synthesis of the literature and examination</td>
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<td>75(4), 371-399.</td>
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<td>master/strategic plans for postsecondary education*. Denver, CO:</td>
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<td>Education Commission of the States. Retrieved December 15, 2006,</td>
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<td>January 30th</td>
<td>A Culture of Anarchy</td>
<td><strong>Readings</strong> – Manning, Chapter 2 – Organized Anarchy + pp. 25-28</td>
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<td>Manning, Chapter 8 – Cultural + pp. 103-106</td>
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**February 6**

Resumes and Cover Letters

**February 13**

Paper, Rock, Scissors, Tape

**Readings** – Manning, Chapter 10 – Bureaucracy + pp. 125-127


**February 20**

Networking and Professional Socialization

NASPA Social – attendance required

**February 27**

Interviewing and Conference Job Searching

**OPE** February 28-March 3
March 6th  
**Readings** – Manning, Chapter 6 – Political + pp. 79-80
Charter of the Board of Trustees of Southern Illinois University


**Book Reviews due**
ACPA Conference – March 4th-7th

March 13th  
**Spring Break!**

March 20th  
Get a Job Day!
Group Project Work Day!
**NASPA Placement Exchange March 13th-16th**
**NASPA March 17th-20th**

March 27th  
Collegiality in Colleges
**Readings** – Manning, Chapter 4 – Collegium + pp. 53-59


**Mid-Term Exam due**

**April 3rd**

Gendered Organizations?

Readings – Manning, Chapter 14 – Feminist + pp. 171-174


**April 10th**

Group Project Meetings
April 17th

Institutional Integration and Holism

Readings – Manning, Chapter 16 – Spiritual + pp. 195-197


Original Cases due

April 24th

Creating a Student Centered Organizational Structure

Readings – Manning, pp. 150-152


May 1\(^{st}\)

**State Projects and Presentations due**

**Final Exam!**

**AERA Conference** – April 27\(^{th}\)-May 1\(^{st}\)
RESOURCES

★ American Association of Community Colleges - http://www.aacc.nche.edu/
★ American Association of State Colleges and Universities - http://www.aascu.org/
★ American Council on Education (HE Policy page) - http://www.acenet.edu/resources/policy-research/
★ Association of Governing Boards - http://www.agb.org/
★ Brookings Institute - http://www.brookings.edu/
★ Center for Education Reform - http://edreform.com/
★ Center for Law and Social Policy - http://www.clasp.org/
★ Center on Education Policy - http://www.ctredpol.org/
★ Clearinghouse on Educational Policy and Management - http://cepm.uoregon.edu/
★ College Student Educators International (ACPA) - http://www.myacpa.org/
★ Education Commission of the States - http://www.ecs.org/
★ Educational Policy Institute - http://www.educationalpolicy.org/
★ National Association of State Universities and Land-Grant Colleges - www.nasulgc.org/
★ National Association of Student Personnel Administrators - http://www.naspa.org/
★ Society for College and University Planning - http://www.scup.org/
★ State Higher Education Executive Officers - http://sheeo.org
★ WestEd - http://www.wested.org/
★ Western Interstate Commission for Higher Education - http://www.wiche.edu/