EAHE 513
Organization and Administration in Higher Education
Spring 2016

Class Schedule:  
Tuesdays, 5-8pm

Location:  
112 Pulliam Hall

Instructor:  
Saran Donahoo

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

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

NOTICE: You must apply for graduation by February 12, 2016. If you do not submit electronic forms by the deadline, they will charge you additional money to graduate and may not let you participate in the commencement activities.

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:  

ISBN: 978-0-415-87467-0

Articles as assigned.

Recommended Texts:  


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
Assignments -
<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resumé/CV</td>
<td>5</td>
</tr>
<tr>
<td>Cover Letter &amp; StrengthsQuest</td>
<td>5</td>
</tr>
<tr>
<td>Organizational Chart</td>
<td>5</td>
</tr>
<tr>
<td>Facilitation Project</td>
<td>15</td>
</tr>
<tr>
<td>Weekly Assessments</td>
<td>5</td>
</tr>
<tr>
<td>Leadership Conf. OR Midterm</td>
<td>15</td>
</tr>
<tr>
<td>Original Case</td>
<td>10</td>
</tr>
<tr>
<td>State Project &amp; Final Exam</td>
<td>25</td>
</tr>
<tr>
<td>Participation</td>
<td>15</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

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 will prepare for, attend, and participate in each class period. Missing class meetings will affect 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 must 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 or may result in loss of credit.

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 cause the loss of these privileges for the entire class!**

**Course Assignments**

Each student will complete his or her own work as required. Students must submit typewritten work 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/](https://online.siu.edu/) to login and obtain help information.

As you submit your papers to D2L, the system will also run originality reports on your assignments via Turnitin.com. If you wish to test out the Turnitin.com for yourself, feel free to set up an account on the main site with your SIU email.

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](http://www.siu.edu/gradschl/catalog/Student_Conduct_Code.pdf) remain in effect for all students.
Resumé/Curriculum Vitae and Cover Letters

Promoting the professional development aspect of graduate education, each student will submit a resumé or curriculum vitae plus a cover letter for review by both your colleagues and the instructor. This will allow each student opportunities to incorporate multiple, sometimes diverging critiques and suggestions, improve your own self-presentation by reviewing the work of others, and generally become more comfortable with the idea of presenting yourself on paper.

The first draft is due on person on the second day of class. Please bring at least four copies of the documents to share. After making appropriate changes, students will submit electronic versions to D2L for final comments and grading.

Due – January 26th (paper copies, in-class)
February 2nd (electronic via D2L)

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!

Each student will present an organizational chart to the class. The chart may be electronic or paper for use with the overhead projector. No other submissions required for this assignment.

Due – February 2nd

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

**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** – March 31st

**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 22nd

**EAHE Education Leadership Conference** – Master’s Students

You must register for and attend the EAHE Education Leadership Conference. Students must provide proof of both. Students selected for presentations may receive extra credit.

**Due** – March 23rd

**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 – Arkansas, Michigan, Nebraska, Oregon, Rhode Island, and Wyoming. The examination portion will cover any and all topics discussed throughout the semester.

Due – May 3rd

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

January 19th
Introduction and Overview
What is or makes a university?
Facilitation project assignments
Group and state assignments
Discuss State Project
StrengthsQuest

January 26th
Resumes and Cover Letters

February 2nd
Organizational Structures
Organizational Charts due

February 9th
Institutional Organization
What do we value the most in 21st Century higher education?
What should we value?
How should our mission and structures promote these values?
Readings – Manning, Chapter 1 – Introduction and Context Setting

http://www.collegehumor.com/video/3383740/honest-college-ad
February 16th

A Culture of Anarchy
Who runs higher education?
Competing interests and struggle for control – is power really balanced?
Readings – Manning, Chapter 2 – Organized Anarchy + pp. 25-28
Manning, Chapter 8 – Cultural

Is anyone really in charge?
Why do we do what we do? Why is it so hard to change?

February 23rd

Paper, Rock, Scissors, Tape
Readings – Manning, Chapter 10 – Bureaucracy + pp. 125-127

How does a university work? How should it?
How does this structure affect students? How should we address this?

**OPE February 25th-28th**

**March 1st**

Interviewing and Conference Job Searching (Donahoo)
Networking and Professional Socialization
Negotiating

Readings –


**Resources –**


**March 8th**

Spring Break!
ACPA March 6th-9th
NASPA Placement Exchange March 8th-13th

**March 15th**

Get a Job Day!
NASPA March 13th-16th

**March 22nd**

EAHE Joint Leadership Conference – March 22nd
Grad Days – March 24th-25th
Group Project Work Day!
Mid-Term Exam due

**March 29**

Political Animals in Academic Zoos
**Readings** – Manning, Chapter 6 – Political + pp. 79-80
Charter of the Board of Trustees of Southern Illinois University
Original Case due – March 31

**April 5**

Collegiality in Colleges
What is collegiality?
How do we know when we have it?
**Readings** – Manning, Chapter 4 – Collegium + pp. 53-59
& K. M. Cragg (Eds.), *Organization and administration in higher education* (pp. 66-79). New York: Routledge.


April 12th

**Gendered Organizations?**

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


April 19th

**Institutional Integration and Holism**

**Readings** – Manning, Chapter 16 – Spiritual


Braxton, J. M. (2010, May/June). The criticality of norms to the functional imperatives of the social action system of college


Why are universities so hard to change? Can we all just get along?

**April 26th**

Creating a Student Centered Organizational Structure

Readings –


Reason, R. D. (2009, November/December). An examination of persistence research through the lens of a comprehensive
conceptual framework. *Journal of College Student Development, 50*(6), 659-682.

What does a student centered institution look like? How can we make this a reality? Is this a task that a public institution can ever accomplish?


May 3rd  
State Projects and Presentations due
Final Exam!

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/