HIED 7200

Organizational Issues in Higher Education

3 credit hours; Fall 2018

**Instructor**

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**Course Time & Location**

Thursdays, 12:00pm-2:50pm

August 20-December 14

Haley Center 2438

**Course Description**

This course is designed to introduce students to the organization and governance of higher education. The material in this course facilitates students’ exploration of organizational change processes, university decision-making, management, culture, and diversity among other topics. Exploring organizational theory, scholarly research, and professional practice, students will gain a better understanding of how colleges and universities function and the individuals who carry out their missions.

**Course Expectations**

This is a graduate course will be taught in a seminar format, so familiarity with course readings and active participation in class discussions are crucial to success in this course. Students in this course will be expected to incorporate and synthesize the readings, current issues in the organizations and governance in higher education, and experiences in their professional roles to better understand and apply the concepts introduced in this course.

**Course Objectives**

* Examine how colleges and universities are organized and governed.
* Use multiple scholarly perspectives from higher education, sociology, business, and psychology to understand the interdisciplinarity of the study of higher education.
* Evaluate institutional variation and the implications of that differentiation for the organization and governance of colleges and universities
* Review and evaluate literature and research studies on the organization, governance, and administration of higher education
* Address issues of power and equity related to the organization and governance of higher education institutions.

**Required Text**

Birnbaum, R. (1991). *How colleges work.* San Francisco: Jossey-Bass.

Recommended Text

Bastedo, M. (Ed.). (2012). *The organization of higher education: Managing colleges for a new era*. Baltimore: Johns Hopkins University Press.

**Course Requirements and Evaluation**

*Class Attendance & Participation – 30 points*

Each student is expected to contribute to attend each class session and contribute to class discussions, activities, and case analyses. Student participation in class and critical engagement with course reading materials are crucial to the success of this course. Students are also encouraged to bring other readings and professional experiences to the classroom to add to our collective knowledge.

*Case Analysis – 10 points*

**Due via Canvas on Session 12 November 8th**

Students will focus on a case study distributed in Session 10 (October 25). Students should come prepared to discuss the case in Session 12 (November 8). Students should also prepare a written case analysis (5 pages maximum) for submission at the end of that class session that answers the following questions:

* + What are the basic facts and core problem of the case study?
  + What are the causes of this problem?
  + What kind of action is needed?

*Issue Paper Proposal – 20 points*

**Due via Canvas on Session 4 September 13th**

Students will submit a paper (2-4 pages) describing the topic of their final issue paper, a topic of the student’s choosing, and a preliminary list of scholarly articles that you plan to incorporate into your study. The proposal should discuss the following:

* Background on the issue
* How and why this issue is significant
* Institutional type and context of the issue
* Examine, evaluate, and critique scholarly resources surrounding the issue
* Discuss future developments related to this issue

*Issue Paper Presentation – 10 points*

**In-class Presentations on Session 16 December 6th**

After submitting the final issue paper, students will present their work in a roundtable format with other students. These presentations will be 10-12 minutes long. Students will be expected to comment on other students’ work, raise questions, and actively engage while other students’ present their work. Successful presentations will be well thought out, discuss relevant scholarly resources, and must include a one page handout.

*Issue Paper – 30 points*

**Due via Canvas on Session 16 December 6th**

Students will develop papers that examine a particular issue related to the organization and governance of higher education. Issue papers will be assessed based on the importance of the issue discussed, incorporation of scholarly resources, clarity of writing and adherence to APA style, and analysis of the future implications of this issue for future research and practice in higher education. Each issue paper (25 pages) should follow APA format.

30 points Class Attendance & Participation

10 points Case Analysis

20 points Issue Paper Proposal

10 points Issue Paper Presentation

30 points Issue Paper

100 points

Grading Scale

A 90-100 points

B 80-89 points

C 70-79 points

D 60-69 points

F Below 60

**Student Support**

*Disability Accommodations*: “Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).”

*Basic Needs Accommodations*: Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable her to provide any resources that she may possess.

**Respect for Diversity**

*Non-Discrimination Policy*: Auburn University is committed to providing an environment that is free from discrimination and harassment based on protected class.  If you believe you have been the victim of harassment or discrimination based on race, color, religion, national origin, disability, age, or sex (including sexual orientation, gender identity, or gender expression), we encourage you to report it.  If you report sexual assault or sexual misconduct to a faculty member, the faculty member is obligated to notify the University’s Title IX Coordinator about the basic facts of the incident so that you can be made aware of resources, accommodations, and reporting options available to you.  For more information about our Title IX reporting and resource options at Auburn University, please go to [www.auburn.edu/titleix](http://www.auburn.edu/titleix) .

Not all students use their legal names or sex/gender assigned at birth, I am happy to use the name and/or pronouns you use. Additionally, if these change at any point during the semester, please let me know and we can develop a way to share this information with others in a way that is comfortable and safe for you.

**Course Schedule\***

Session 1 – August 23 *Overview of Organization & Governance in Higher Education*

Introduction to the Course

Syllabus

AAUP/ACE/AGB (1966, revised for gender neutrality in 1990). Statement on government of colleges and universities.

Session 2 – August 30 *Organization of Higher Education*

Birnbaum Chapter 1

Duryea, E. D. (2000). Evolution of university organization. In Perkins, J.A. (Ed.), *The university as an organization* (pp. 15-38). Madison, WI: McGraw-Hill.

Hammond, T.H. (2004). Herding cats in university hierarchies: Formal structure and policy choice in American research universities. In Ehrenberg, R.G. *Governing academia* (pp. 91-138). Ithaca: Cornell University Press.

American Council on Higher Education, (2001) A Brief Guide to U.S. Higher Education, Washington, DC: American Council on Higher Education

Session 3 – September 6 *Mission & Values*

Birnbaum Chapter 4

Fugazzotto, S. J. (2009). Mission statements, physical space, and strategy in higher education. *Innovative Higher Education*, *34*, 285-298. doi: 10.1007/s10755-009-9118-z

Gora, J. (2010). Run that sexy motto by me again. *Australian Universities’ Review*, *52*(1), 77-80.

Morphew, C. C., & Hartley, M. (2006). Mission statements: A thematic analysis of rhetoric across institutional type. *The Journal of Higher Education*, *77*(3), 456-471.

Session 4 – September 13 *Trustees & Presidents*

Birnbaum Chapter 9

Tierney, W. G. (1989). Symbolism and presidential perception of leadership. *Review of Higher Education*, *12* (2), 153-166.

Commodore, F. (2018). The tie that binds: Trusteeship, values, and the decision-making process at AME-affiliated HBCUs. *The Journal of Higher Education*, *89*(4), 397-421.

Birnbaum, R. (1989). Responsibility without authority: The impossible job of the college president. In Smart, J.C. (Ed.), *Higher education: Handbook of theory and research*, Volume V (pp. 31-56). New York: Agathon Press.

Association of Governing Boards of Universities and Colleges. (2010). *Statement on board responsibility for institutional governance*. Retrieved from <http://agb.org/sites/agb.org/files/u3/Statement%20on%20Institutional%20Governance.pdf>

Recommended Reading

Birnbaum, R. (1992). Will you love me in December as you do in May? Why experienced college presidents lose faculty support. *The Journal of Higher Education*, *63*, 1-25.

Longanecker, D.A. (2006). The “new” new challenge of governance by governing boards. In W. Tierney (Ed.), *Governance and the public good*, pp. 95-116. Albany: State University of New York Press

Session 5 – September 20 *Faculty*

Clark, B.R. (1963). Faculty organization and authority. In Lunsford, T. (Ed.), *The study of academic administration* (pp. 37-51). Boulder, CO: WICHE.

American Association of University Professors. (1940). *Statement of principles on academic freedom and tenure*. Retrieved from <http://www.aaup.org/AAUP/pubsres/policydocs/contents/1940statement.htm>

Gonzales, L. D. (2013). Faculty sensemaking and mission creep: Interrogating institutionalized ways of knowing and doing legitimacy. *The Review of Higher Education*, *36*(2), 179-209.

Session 6 – September 27 *External Stakeholders*

Alexander, F. K. (2000). The changing face of accountability: Monitoring and assessing institutional performance in higher education. *The Journal of Higher Education*, *71*(4), 411-431.

Ness, E. C., & Gándara, D. (2014). Ideological think tanks in the states: An inventory of their prevalence, networks, and higher education policy activity. *Educational Policy*, *28*(2), 258-280

Mathies, C., & Slaughter, S. (2013). University trustees as channels between academe and industry: Toward an understanding of the executive science network. *Research policy*, *42*(6-7), 1286-1300.

Session 7 – October 4 *Institutional Type*

Henderson, B. B. (2009). Introduction: The Work of the People's University. *Teacher-Scholar: The Journal of the State Comprehensive University*, *1*(1), 2.

Garcia, G. A. (2016). Complicating a Latina/o-serving identity at a Hispanic Serving Institution. *The Review of Higher Education*, *40*(1), 117-143.

Gasman, M., & Conrad, C. F. Minority serving institutions: Educating all students. Penn Graduate School of Education Center for MSIs. Retrieved from <https://cmsi.gse.upenn.edu/sites/default/files/msis_educating_all_students.pdf>

Session 8 – October 11

No Class – Fall Break

Session 9 – October 18 *Organizational Culture*

Peterson, M.W. & Spencer, M.G. (1990). Understanding academic culture and climate. In Assessing academic climates and cultures, W.G. Tierney (Ed.), *New Directions for Institutional Research*, (68), pp. 3-18.

Clark, B.R. (1972). The organizational saga in higher education. Administrative Science Quarterly, 17 (2), 178-184.

DiMaggio, P.J. & Powell. W. (1983). The iron cage revisited: Institutional isomorphism and collective rationality in organizational fields. American Sociological Review, (48), 147-60.

Meyer, J. & Rowan, B. (1977). Institutionalized organizations: Formal structure as myth and ceremony. American Journal of Sociology, 83 (2), 340-363.

Recommended Reading

Masland, A.T. (1985). Organizational culture in the study of higher education. Review of Higher Education, 8 (2), 157-168.

Birnbaum, R. (1989). The latent functions of the academic senate: Why senates do not work but will not go away. Journal of Higher Education, 60 (4), 2-21.

Session 10 – October 25 *Resources*

Conley, V. M., & Smith, Jr., K. J. (2013). Effectively managing human resources in 21st-century colleges and universities. In P. J. Schloss & K. M. Cragg (Eds), *Organization and administration in higher education* (pp. 204-223). New York, NY: Routledge.

Covaleski, M. & Dirsmith, M. (1988). An institutional perspective on the rise, social transformation, and fall of a university budget category. *Administrative Science Quarterly*, *33*(4), 562-587.

Volk, C., Slaughter, S., & Thomas, S. (2001). Models of institutional resource allocation: Mission, market, and gender. *The Journal of Higher Education*, *72*(4), 387-413.

**Distribute Case Assignment**

Session 11 – November 1 *Management*

Birnbaum Chapter 7

Newfield, C. (2003). The rise of university management. Chapter 4 in *Ivy and industry: Business and the making of the American university, 1880-1980* (pp.67-89). Durham, NC: Duke University Press.

Pfeffer, J. & Langton, N. (1988). Wage inequality and the organization of work: The case of the academic department. *Administrative Science Quarterly*, *33*(4), 588-606.

Weick, Karl. (1982). Management of organizational change among loosely coupled elements. In Goodman, P. (Ed.), *Change in organizations*, Chapter 9 (pp. 375-408). San Francisco: Jossey-Bass.

Dill, D. D. (1982). The management of academic culture: Notes on the management of meaning and social integration. *Higher Education*, *11*(3), 303-320. doi: 10.1007/BF00155621

Session 12 – November 8  *Governance*

Hearn, J.C. & McLendon, M.K. (2012). Governance research: From adolescence toward maturity. In M.N. Bastedo (Ed.), *The organization of higher education: Managing colleges for a new era*, pp. 45-85. Baltimore: Johns Hopkins University Press.

Keller, G. (2001). Governance: The remarkable ambiguity. In P. G. Altbach, P. J. Gumport, & D.B. Johnstone (Eds.). *In defense of American higher education* (pp. 304-322). Baltimore, MD: The Johns Hopkins University Press.

Baldridge, J. V., Curtis, D. V., Ecker, G. P., & Riley, G. L. (2010). Alternative models of governance in higher education. In M. C. Brown, II, J. E. Lane, & E. M. Zamani-Gallaher (Eds.), *Organization and governance in higher education* (6th ed.) (pp. 202-216). Boston, MA: Pearson.

**Case Analysis Due in Canvas**

Session 13 – November 15

No Class – Association for the Study of Higher Education Conference

Session 14 – November 22

No Class – Thanksgiving Break

Session 15 – November 29 *Power*

Hurtado, S. (1992). The campus racial climate: Contexts of conflict. *Journal of Higher Education*, *63*(5), 539-569.

Pfeffer, J. (1981). Understanding the role of power in decision making. In Pfeffer, J., *Power in organizations*, Chapter 1 (pp. 1-33). Boston: Pitman.

Acker, J. (1990). Hierarchies, jobs, bodies: A theory of gendered organizations. *Gender & society*, *4*(2), 139-158.

Session 16 – December 6 *Final Class Session*

**Final Issue Papers Due in Canvas**

**Issue Paper Roundtable Presentations**

\*Syllabus and class sessions are subject to change.

**General Course Information**

*Class Attendance*: Class participation is a critical aspect of this course, and therefore your course grade. In the event that you cannot attend a class session, please notify me as soon as possible.

*Assignments*: Assignments and written papers are due at the beginning of class on the date noted on the Course Schedule. Full credit will not be given for late assignments. Extensions will only be considered under extraordinary circumstances.

**Academic Integrity**

All portions of the Auburn University student academic honesty code (Title XII) found in the [*Student Policy eHandbook*](http://www.auburn.edu/student_info/student_policies/)will apply to this class.  All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

**Additional Resources**

**Websites**

Change Magazine (www.changemag.org)

The Chronicle of Higher Education (www.chronicle.com)

Higher Ed Jobs (www.higheredjobs.com)

Inside Higher Ed (www.insidehighered.com)

Integrated Postsecondary Education Data System (<http://nces.ed.gov/ipeds/)>

National Center for Education Statistics (nces.ed.gov)

**Organizations**

American College Personnel Association ([www.myacpa.org)](http://www.myacpa.org))

American Educational Research Association ([www.aera.net)](http://www.aera.net))

Association for Institutional Research (www.airweb.org)

Association for the Study of Higher Education ([www.ashe.ws)](http://www.ashe.ws))

Student Affairs Administrators in Higher Education (www.naspa.org)

American Association of University Professors (www.aaup.org)

American Council on Education (www.acenet.edu)

Association of American Colleges & Universities ([www.aacu.org)](http://www.aacu.org))

Association of Governing Boards of Universities and Colleges ([www.agb.org)](http://www.agb.org))

Association of Public and Land Grant Universities (www.aplu.org)

National Association of College and University Business Officers ([www.nacubo.org)](http://www.nacubo.org))

Society for College and University Planning (www.scup.org)

**Higher Education Journals**

Educational Researcher

Higher Education

Innovative Higher Education

The Journal of Higher Education

The Journal of Higher Education Management

The Journal of Higher Education Policy and Management

Planning for Higher Education

Research in Higher Education

The Review of Higher Education

Journal of College Student Development

Journal of Student Affairs Research and Practice