HIED 7200

Organizational Issues in Higher Education

3 credit hours; Summer 2019

**Instructor**

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**Course Time & Location**

Wednesdays, 4:00pm-7:50pm

May 16th – August 2nd

Haley Center 3420 (LRC)

**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**

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 – 25 points*

Each student is expected to attend each class session and contribute to face-to-face and online discussions and course activities. 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.

Discussion Starter – 5 points

For each of our face-to-face sessions, each student will choose one article for which they will be the discussion starter. Students will share key points from their Reading Memo with the class, discuss key aspects of their reading, and conclude with 3 discussion questions for the class to tackle. A sign-up sheet for discussion starters will be passed around during the first class session.

*Reading Memos – 24 points*

For sessions 2-9 (for a total of 8 memos), students will be expected to write a brief memo about the assigned readings. These memos are designed for you to synthesize the readings, raise questions, and jump start our discussions in class. More information about these memos is available on the course page on Canvas. **The deadlines for these memos will be midnight the Thursday after our class meetings**. For each of our online sessions, students will be expected to turn their Reading Memos in on the course discussion board on Canvas in addition to submitting their file to be graded.

*Online Engagement – 15 points*

For each of our online sessions, each student will be expected to post their Reading Memos on the discussion boards on Canvas and respond to the Reading Memos of other students. Students should respond to at least 3 students reading memos. A successful response should be approximately 2 paragraphs (8-10) sentences, addressing questions or discussing key points raised in their memos. The timeframes for these responses are as follows:

Session 7: Institutional Type Friday, July 5th—Wednesday, July 10th

Session 8: External Stakeholders Friday, July 12th—Wednesday, July 17th

Session 9: Presidents & Trustees Friday, July 19th—Wednesday, July 24th

*Theory to Practice Paper – 15 points*

**Due July 31 at midnight in Canvas**

Students will choose a particular organizational theory that we discuss in class and describe how that theory applies to issues in their professional practice. Students will submit a paper (3-5 pages not including references) describing the connections between theory and practice. Students should incorporate class readings and other scholarly articles into theory-to-practice synthesis and discussion. This paper should include the following (not necessarily in this order):

* Background on both the chosen theory and how it influences your professional practice
* How and why this theory applies
* Context of your professional practice
* Examine, evaluate, and critique scholarly resources surrounding this theory and your practice
* Discuss how this theory helps you to see this part of your practice differently or reframes how you will approach it in the future

*Issue Paper – 20 points*

**Due July 31 at midnight in Canvas**

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 (12-15 pages not including references) should follow APA format.

25 points Class Attendance & Participation

5 points Discussion Starter

24 points Reading Memos (8)

10 points Online Engagement

16 points Theory to Practice Paper

20 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 – May 22 *Organization of Higher Education*

Bastedo 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.

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

Session 2 – May 29 *Strategy, Mission, & Values*

Bastedo Chapter 2

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

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.

**Reading Memo due Thursday, May 30th at Midnight in Canvas**

Session 3 – June 5 *Governance*

Bastedo Chapter 3

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.

Eckel, P. D., & Kezar, A. (2016). The intersecting authority of boards, presidents, and faculty: Toward shared leadership. In M. N. Bastedo, P. G. Altbach, & P. J. Gumport (Eds.), *American higher education in the twenty-first century: Social, political, and economic challenges* (4th edition, 155-190). Baltimore, MD: Johns Hopkins University Press.

**Reading Memo due Thursday, June 6th at Midnight in Canvas**

Session 4 – June 12 *Power*

Bastedo Chapter 4

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

**CHOOSE 1**

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

**OR**

Hurtado, S., Alvarado, A. R., & Guillermo-Wann, C. (2015). Thinking about race: The salience of racial identity at two-and four-year colleges and the climate for diversity. *The Journal of Higher Education*, *86*(1), 127-155.

**Reading Memo due Thursday, June 13th at Midnight in Canvas**

Session 5 – June 19 *Prestige & Stratification*

Bastedo Chapter 5

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

Taylor, B., & Cantwell, B. (2018). Unequal higher education in the United States: Growing participation and shrinking opportunities. *Social Sciences*, *7*(9), 167. **Chapters 1 & 2**

**Reading Memo due Thursday, June 20th at Midnight in Canvas**

Session 6 – June 26 *Organizational Culture*

Bastedo Chapter 6

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

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

**Reading Memo due Thursday, June 27th at Midnight in Canvas**

Session 7 – July 3 *Institutional Type* Online Session

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. (n.d.) 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>

**Reading Memo due Thursday, July 4th at Midnight in Canvas & Discussion Board**

**Discussion Board Responses Due Wednesday, July 10th at Midnight**

Session 8 – July 10 *External Stakeholders* Online Session

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.

McLendon, M. K., & Ness, E. C. (2003). The politics of state higher education governance reform. *Peabody journal of education*, *78*(4), 66-88.

Mathies, C., & Slaughter, S. (2013) University trustees as channels between academe and industry: Toward an understanding of the executive science network. *Research Policy*, *43*(6-7), 1286-1300.

**Reading Memo due Thursday, July 11th at Midnight in Canvas & Discussion Board**

**Discussion Board Responses Due Wednesday, July 17th at Midnight**

Session 9 – July 17 *Presidents & Trustees* Online Session

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>

**Reading Memo due Thursday, July 18th at Midnight in Canvas & Discussion Board**

**Discussion Board Responses Due Wednesday, July 24th at Midnight**

Session 10 – July 24

Time to work on your Issue Papers & Theory to Practice Papers

Session 11 – July 31 ***Final Issue Papers & Theory to Practice Papers Due in Canvas @Midnight***

\*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