HIED 7200

Organizational Issues in Higher Education

3 credit hours; Summer 2020

**Instructor**

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**Course Time & Location**

Wednesdays, 4:00pm-7:50pm

Zoom

**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 *–* 22 points

Each student is expected to attend each class session and contribute to 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. There are two possible participation points for each class – one point for students’ own, original contributions to the discussion and one point for responding to their classmates and participating in any group activities.

Reading Memos *–* 25 points

Students will be expected to write a brief memo about the assigned readings for 5 class sessions. These memos are designed for you to synthesize the readings, raise questions, and jump start our discussions in class. You are expected to turn in your memos by midnight on the day of the class for which you write the memo.

**Reading Memo 1 – Due May 27 by midnight**

**Reading Memo 2 – Due June 3 by midnight**

**Reading Memo 3 – Due June 17 by midnight**

**Reading Memo 4 – Due June 24 by midnight**

**Reading Memo 5 – Due July 1 by midnight**

Issue Paper Proposal – 5 points

**Due June 10at midnight in Canvas**

Students will submit a 2-page (double-spaced not including references) paper describing the topic of their final issue paper and a preliminary list of 5 scholarly articles (with citations) that you plan to incorporate into your final paper. The proposal should include the following:

* Background on the issue
* How and why the issue is significant
* Institutional type and context of the issue
* How your sources inform your topic

Theory to Practice Paper *–* 13 points

**Due July 15 at midnight in Canvas**

Students will choose a particular organizational theory/concept 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 (as necessary) into the synthesis and discussion of their paper. This paper should include the following (not necessarily in this order):

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

Issue Paper Roundtable Presentation & Handout – 10 points

**In-Class Presentations will be held in class on August 5th**

Students will present their work in a roundtable format with other students. These presentations will be approximately 10 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 sources, and must include a one-page handout. Handouts can take any form but may be an infographic or outline.

Issue Paper *–* 25 points

**Due August 5 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 (10 pages not including references) should follow APA format.

22 points Class Attendance & Participation

25 points Reading Memos (5)

13 points Theory to Practice Paper

5 points Issue Paper Proposal

10 points Issue Paper Presentation

25 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 20 *Welcome to Class*

Introduction, Syllabus, and Overview of the Course

Session 2 – May 27 *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 3 – June 3 *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.

Session 4– June 10 *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.

Session 5 – June 17 *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.

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

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.

Session 6 – June 24 *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**

Session 7 – July 1 *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.

Session 8 – July 8 *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. (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>

Session 9 – October 17 *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.

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.

Session 10 – July 22 *Presidents & Trustees*

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>

Session 11 – July 29 *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.*

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 12 – August 5 *Last Class*

Issue Paper Roundtable Presentations & Concluding Thoughts

\*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.

I will take attendance each class session. If you are absent on a day that work is due, you must make sure that it is submitted ON TIME via Canvas. Then, when you return to class, you should bring your documentation (or email it) for your absence to me in order for me to determine whether the assignment will be accepted. **Students who are absent for “excused” reasons (please** **see the Student Policy eHandbook for specific information regarding excused absences) must provide the instructor with appropriate documentation within one week from the date of the absence.**For classes that meet once per week, that meansthat the documentation must be provided to the instructor **no later than the end of the** **class session following the date of the absence.**If the reason for the absence is such thatthis is not possible, it is the student’s responsibility to communicate with the instructor and make other arrangements.

Other unavoidable absences (e.g. pre-scheduled medical appointments, travel for university sponsored events/organizations, etc.) from campus must be documented and cleared with the instructor in advance. ***Please note:*** Simply informing the instructor of an absence does not automatically cause that absence to be considered “excused.” It is the student’s responsibility to provide appropriate documentation of excused absences. In the case of travel for University sponsored events, you will need to provide documentation from the sponsor/faculty member in charge on University letterhead to authenticate the reason for the absence. Failure to provide documentation within 1 week of return to class will result in a 0 being entered in the gradebook for any missed work or examinations.

“Excused” absences are defined as absences that have been documented as occurring for University approved reasons. **ALL absences will be considered to be “Unexcused” until** **and unless the instructor is in possession of the appropriate documentation for that absence.**

*Assignments*: Assignments and written papers are due at the date and time listed above in the syllabus. 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