

LEAD 7800
Organization and Governance in Higher Education
Valdosta State University

Instructor

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Course Meetings

Tuesday, 6:00 – 8:45pm SLP, Room 203; Online WebCT

Course Description

Students are introduced to the organization of post-secondary institutions and the governance of these institutions. The day-to-day and long-term administration of higher education institutions are also discussed as well as the various theories used for their operations. This course is appropriate for those individuals who are or will be working in any higher education setting as it offers explanation and increased understanding of the organizational dynamics seen in institutions of higher education.

Course Introduction [Instructor]

Students will examine postsecondary governance and organization among the varied types of institutions in the United States. Specifically, this course focuses on leadership with an emphasis on decision-making within different institutional settings. Readings and course activities blend classic organizational theory with practical applications. The use of technology is featured in both course content and delivery. Learning strategies include active collaboration, problem-based learning, experiential, and constructive learning.

Readings

This course has a primary text (Birnbaum), and multiple readings from various books, journals, and other publications. Reading assignments are listed in the **Course Schedule** at the end of the syllabus, as well as in Class Modules in WebCT. Most readings will be linked as a .pdf files in WebCT.

Required Texts

Birnbaum, R. (1988) *How colleges work: The cybernetics of academic organization and leadership*. San Francisco: Jossey-Bass.

Recommended Texts

Brown II, C. M. (2000). *Organization and governance in higher education* (5th ed). Boston: Pearson Custom Publishing

Required Technology

Students will need access to Microsoft Word (2003 preferred) and a computer that meets the [requirements](#) to operate WebCT Vista. Due to problems within WebCT, written work should be submitted as a Word 2003 file (.doc).

Learning Objectives

The student will be able to describe and interpret the organization and governing systems and have an appreciation for governing entities within higher education institutions.

Upon successful completion of this course:

1. Identify the various types of organization theories for colleges and universities.
2. Identify those entities that govern colleges and universities.
3. Appreciate the decision-making analysis of complex organizations.
4. Develop different strategies to enhance organizational learning.

Master of Education (Higher Education Option) Conceptual Framework

This course supports the following principles:

1. A higher education administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining an institutional culture and instructional program conducive to student learning and staff professional growth.
2. A higher education administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.
3. A higher education administrator is an educational leader who promotes the success of all students by collaborating with all constituent groups, responding to diverse community interests and needs, and mobilizing all available resources.

College of Education Conceptual Framework Standards (CFS)

The educational leader will:

1. Facilitate the development, articulation, implementation, and stewardship of vision of learning that is shared and supported by the school community.
2. Advocate, nurture, and sustain a school culture and instructional program conducive to student learning and staff professional growth.
3. Ensure management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
4. Collaborate with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
5. Act with integrity, fairness, and in an ethical manner.
6. Understand, respond to, and influence the larger political, social, economic, legal, and cultural context.
7. Synthesize and apply knowledge and skills learned in standards 1-6 in real settings under the guidance of university supervisors and school personnel.

Course Assignments Overview

Students are to complete all readings and assignments as listed under each class. Class assignments are a mixture of group and individual work, papers, and presentations.

Course Evaluation

<u>Activities</u>	<u>Points</u>
Speaker Summaries (Individual)	12
Case Studies (Group)	18
Organizational Field Study (Individual)	22
[Online] Reading Discussions (Individual)	48

Grading Scale

Quality is expected in all products and performances. Final grades will be assigned accordingly.

90–100=A 80–89=B 70–79=C 60–69=D Below 60=F

Description of Assignments

Speaker Summaries (6@2pts each = 12 points)

Students will create summaries for the guest lectures listed in the syllabus. Students will bring a copy of each summary to class for credit. Each summary should be 1 page in length and consist of the following sections:

1. *Institutional Type*

Locate and report quick facts on this institutional type. Look up the information here:

<http://www.carnegiefoundation.org/classifications/index.asp?key=782>). Report the following:*

- *Control*
- *Level*
- *Sector*
- *Affiliation (if any)*
- *Size and Setting*
- *Basic Classification* (<http://www.carnegiefoundation.org/classifications/index.asp?key=791>)

*Summarize each category in your own words (e.g., The control of the institution is public, meaning that it is operated by publicly elected or appointed officials and is supported primarily by public funds.)

2. *Institutional Facts (2/5)*

Locate the Fact Book (e.g., <http://www.thomasu.edu/pdf/factbook.pdf>) for the institution (or similar info from IR, Strategic Research, US News. Report the following:

- *Brief History (summarize)*
- *Mission (summarize)*
- *Current Enrollment*
- *Interesting Facts (at least 2)*

*Summarize each category in your own words (e.g., Thomas U's mission highlights creating responsible citizens through exposing students to community involvement and cultural experiences).

3. *About the Speaker/Governance Questions (1/5)*

Locate and read a bio for the speaker, if available. Create 2-3 questions for the speaker based on the facts you have located in the previous two sections. Relate the questions to the organization or governance specific to her/his institution. Ask yourself, "What makes X institution unique/different from VSU?"

Description of Assignments, cont.

Case Studies (6@3pts each = 18 points)

Students will receive full credit for active participation in case studies. Students must be present to receive credit.

Organizational Field Study (1@22pts each = 22 points)

Guidelines to be distributed later.

*Portfolio Reflection (Higher Education majors only)

Higher Education majors will include the Organizational Field Study as a work example for Part V. of their Portfolio. Completion involves an additional 2-4 page reflection relating the assignment to the following subheadings:

- ii. Advocating an Institutional Culture and Instructional Program
- iii. Management of Effective Learning Environment
- iv. Collaboration with Constituencies.

*Students will include the corrected, final version, with a copy of the Organizational Field Study, in the portfolio.

Reading Discussions (24@2pts each = 48 points)

There will be two reading discussions per week in WebCT on the assigned dates. For full credit: Respond to each discussion question (1/2 credit) and post well considered reactions to posts made by classmates (1/2 credit).

There are two types of discussion:

1. Theory to Practice (1 pt). Relate an idea from the readings (or its implications) to your experience/s.
2. Issues (1 pt). A story will be posted for you to relate back to the class readings. Comment on the problem or issue, offer a solution, or simply analyze it, using the frameworks or considerations from readings.

*****Late Assignments Policy*****

Late assignments will not be accepted for credit without prior instructor approval.

Special Needs Statement

Students requesting classroom accommodations or modifications due to a documented disability must contact the Access Office for Students with Disabilities located in the Farber Hall. The phone numbers are 245-2498 (V/VP) and 219-1348 (TTY).

Policy Statement on Plagiarism (Dewar College of Education)

Below is information directly quoted from the Academic Honesty Policies and Procedures:

Academic integrity is the responsibility of all VSU faculty and students. Faculty members should promote academic integrity by including clear instruction on the components of academic integrity and clearly defining the penalties for cheating and plagiarism in their course syllabi. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty members' syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics.

The full text of Academic Honesty Policies and Procedures is available in the on the Academic Affairs website (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

The consequences for acts of academic dishonesty in the Dewar College of Education are:

FIRST OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Level Two Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>).
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

SECOND OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Level Two Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>). According to the Dewar College of Education Concern Form Policy, "a second level two concern form will result in the student being dismissed from his/her program of study. This dismissal will result in an automatic review by the COE Undergraduate Policies Committee."
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>). According to the Academic Honesty Policies and Procedures document, "after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee."

Class Schedule: Assignments & Due Dates [brackets denote online activities]

1_14_09

Class	Topic/s	Reading/s	Class Assignment/s [Online Assignments]	Guest Lecture
Class 1 1.13.09	Course Overview Historical Overview	AAUP Statement on Government of Colleges and Universities [Email]		
Class 2 1.20.09	Organization and Governance in Higher Education	Organizational Theory [WebCT] Evolution of University Organization [WebCT] Problems of Governance, Management, and Leadership in Academic Institutions (Birnbaum, 1)	Speaker Summary 1 [Reading Discussion1]	Dr. Gary Bonvillian President Thomas University
Class 3 1.27.09 [Online]	Models of Organizational Functioning I	Thinking in Systems and Circles: The Structure and Dynamics of Academic Organizations (Birnbaum, 2) The Collegial Institution: Sharing Power and Values in a Community of Equals (Birnbaum, 4) The Anarchical Institution: Finding Meaning in a Community of Autonomous Actors (Birnbaum, 7)	[Reading Discussion 2]	
Class 4 2.3.09	Organization and Governance in the 2-Year Institution	The Community College Presidency: Qualities for Success [WebCT] Community College Governance: What Matters and Why? [WebCT]) Governance and Administration: Managing the Contemporary College [WebCT]	Speaker Summary 2 [Reading Discussion 3]	Dr. Tina K. Anderson President Moultrie Tech
Class 5 2.10.09 [Online]	Models of Organizational Functioning II	Five Basic Parts of Organizations [WebCT] The Professional Bureaucracy [WebCT] The Bureaucratic Institution: Rationalizing Structure and Decision Making (Birnbaum, 5) The Political Institution: Competing for Power and Resources (Birnbaum, 6)	[Reading Discussion 4]	
Class 6 2.17.09	Organization and Governance in the 4-Year Institution	The Dilemma of Presidential Leadership [WebCT] The Four Career Paths of College Presidents [WebCT] Symbolism & Presidential Perceptions of Leadership [WebCT]	Speaker Summary 3 [Reading Discussion 5]	Dr. David Smith President Brewton-Parker
Class 7 2.24.09 [Online]	Organization and Governance at the State Level	Selection and Appointment of Trustees to Public College and University Boards [WebCT] Policy Environments and System Design: Understanding State Governance Structures [WebCT] From Coordinating Board to Campus: Implementation of a Policy Mandate on Remedial Education [WebCT]	[Reading Discussion 6]	

The instructor reserves the right to make changes to the course.

Class 8 3.3.09	Organization and Governance in Academic & Student Affairs	Faculty Organization and Authority [WebCT] What Teams Can Do [WebCT] Organization and Functions of Student Affairs [WebCT]	Speaker Summary 4 [Reading Discussion 7]	Dr. Kurt Keppler Vice President Valdosta State University
Class 9 3.10.09	Organization and Governance in Local Schools	Running an Effective School District [WebCT] Demands for Partnership & Collaboration in Higher Ed [WebCT] First Encounters of the Bureaucratic Kind: [WebCT]	Speaker Summary 5 [Reading Discussion 8]	Dr. Steve Smith Superintendent Lowndes County Schools
Spring Break 3.17.09				
Class 10 3.24.09 [Online]	Organizational Culture in Higher Education I	Organizational Culture in Higher Education: Defining the Essentials [WebCT] Organizational Culture in the Study of Higher Education [WebCT] Organizational Culture and Symbols [WebCT]		
Class 11 3.31.09	Organizational Culture in Higher Education II	The Organizational Saga in Higher Education [WebCT] Culture in American Colleges and Universities [WebCT] The Management of Academic Culture [WebCT]	[Reading Discussion 9]	
Class 12 4.7.09	Organization and Governance in Collegiate Athletics	Athletics in American Colleges [WebCT] Good Sports? Historical Perspectives in the Political Economy of Intercollegiate Athletics in the Era of Title IX [WebCT] The Ties that Bind: Presidential Involvement with the Development of NCAA Division I Eligibility Legislation [WebCT]	Speaker Summary 6 [Reading Discussion 10]	Nathan Salant Commissioner Gulf South Conference
Class 13 4.14.09 [Online]	Organizational Culture in Higher Education III	Side by Side: Faculty and Student Affairs Cultures [WebCT] Mentoring of Women Faculty [WebCT] Nine Themes in Campus Racial Climates and Implications for Institutional Transformation [WebCT]	[Reading Discussion 11]	
Class 14 4.21.09	Organizational Leadership and Decision-Making	Presidential Influence, Leadership, and Multiple Interpretations of Organizational Change [WebCT] Leadership in an Organized Anarchy [WebCT] A Garbage Can Model of Organizational Choice [WebCT]	[Reading Discussion 12] Field Study Presentations	
Class 15 4.28.09 [Online]	Final Considerations	The Life Cycle of Academic Management Fads [WebCT] The Cybernetic Institution (Birnbaum, 8) Effective Administration and Leadership in the Cybernetic Institution (Birnbaum, 9)	Field Study Presentations	
Final 5.5.09 [Online]	Final			

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