

SYLLABUS HIED 794/894

ORGANIZATION AND ADMINISTRATION IN HIGHER EDUCATION

Spring 2006

January 10 – May 2, 2006 * Tuesdays, 4:20 PM – 7:00 PM

Old Dominion University
BAL - 0335

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Required Texts: Birnbaum, R. (1988) *How Colleges Work: The cybernetics of academic organization and leadership*. San Francisco: Jossey-Bass.

Schein, E.H. (2004) *Organizational Culture and Leadership*. San Francisco: Jossey-Bass.

Suggested Readings: *Publication manual of the American psychological association*, Fifth Edition (2001). Washington, D.C.: American Psychological Association.

Course Description: This course is designed to provide opportunities to explore and generate greater understanding of the culture of organization and administration in higher education. It is a master and doctoral level seminar with an emphasis on reading, presentation, and discussion utilizing a case-study approach in a collegial and reciprocal learning environment. Students will be expected to attend class, be current with the issues, and understand relevant background as they relate to the case-study and other course materials. Active class participation is imperative. This is a three-credit course that will involve discussion, written and oral reports, and the integration and synthesis of knowledge across the spectrum of issues relating to organization administration in higher education in the United States.

Course Purpose/Objective: The purpose/objective of this course is to help students develop an understanding of the culture of organizations and administration issues in higher education. Through case-study analyses, students will understand this in various college and university settings.

Given the opportunity, students will be able to demonstrate . . .

- 1) A better understanding about the culture of organizations and administration in higher education in order to utilize various strategies that resolve challenges faced by higher education leaders;
- 2) A better understanding of the issues that influence and are influenced by organizational culture and societal expectations in order to demonstrate effective leadership in higher education;
- 3) An enhanced ability to analyze published reports, articles and research related to higher education in order to summarize and present them in a professionally acceptable manner; and
- 4) An ability to discuss organizational culture and administration via class discussion and be able to debate points of perspective in a collegial and professional environment.

Course Requirements: All students enrolled in this course will be expected to meet the following:

- 1) Attend class on a regular basis, be informed on class topics, and participate actively and productively in class discussions. Class Attendance is critical to successful completion of this course. In addition, class attendance will account for 15% of the course grade. It is advised that absences not occur or be kept to an absolute unavoidable minimum.
- 2) Prepare a response paper of current discussion topics that are consistent with the assigned chapters for the class period along with one additional article in related literature, popular print media, or news media website to present in class. These analyses should include one major point that connects the chosen article and the week's topic of discussion/chapter, and must be submitted in writing as a one- or one-and-a-half page, double-spaced paper with one-inch margins and 12 point type. Information will be presented using a formula for discussion that includes (but not limited to) responding to the following questions:
 - a. What is the main "thesis" (or main point(s)) of the issue/topic?
 - b. What is the main position of the author(s)?
 - c. Do you agree or disagree with their position and why?
 - d. What are additional questions or sub-issues to be considered?
 - e. How would addressing these questions or sub-issues provide greater insight or better understanding of the issue/topic?
- 3) University/College Profile: Students will be given a 2-inch, 3-ring binder to research and compile the profile of a college or university of their choice. The binders are color coded and represent one of three types of institutions that will serve as a case-study for most discussions throughout the semester. All initial components of the institutions must be completed by class time on Tuesday, January 24, 2006. Profile information is located in Attachment I. ***(NOTE: After the due date of 1-24-06, for each class period that the binder is not complete, attendance points will not be counted. Lost points are not retrievable.)***
- 4) Class Presentation: During the last three class periods, April 4, April 11, and April 18, 2006, there will be a one-hour class presentation based on the proposed solution of a "project-problem" using the information covered in the course materials, guest lectures, and class discussions. The "project-problem" will be submitted to each group during class no later than January 24, 2006. If needed, students are allowed to use more than one hour of class time, provided the request is made by the end of class on February 28, 2006.
- 5) Final Report: In addition, the group is expected to submit a final report from the presentation. The final report is due on the last day of class, April 25, 2006. Presentation information is located in Attachment II.
- 6) Case Analysis: During the semester there will be three case analyses for students to complete. The analyses will help students better understand organizational culture and administration issues. Each case analysis assignment will be provided two weeks prior to the due date. The case analysis will replace the response paper for that particular week.
- 7) Final Exam: There will be a take home final exam issued on Tuesday, April 25, 2006 and will be due on Tuesday, May 2, 2006 @ 5:00 PM via email.

- 8) Miscellaneous assignments: Throughout the semester, there will be different assignments designed to help students better understand the concepts, materials, and writing expectations of the course. These assignments will also allow students to accumulate bonus points toward the final grade for the course.
- 9) Doctoral students (enrolled in HIED 894) must include the following as well as the above:
- Per item #2, HIED 894 students should include a minimum of 2 articles from a scholarly research journal that complements the weekly topic of discussion identifying two main points (as opposed to one for HIED 794 students).
 - HIED 894 students should also cover the type of research (qualitative, quantitative or mixed methods) and explain whether or not it is the most appropriate approach for the work presented. Papers submitted should be 3 to 3 ½ pages instead of 1 to 1 ½ -- all other criteria are the same.
 - Finally, HIED 894 students should include a section on future implications given the concepts addressed in the weekly submission.
- 10) ALL WRITTEN WORK MUST BE APA STYLE, WITH CITATIONS AND REFERENCES.
- There will be a 1 for 2 point deduction for every grammatical and APA style writing error. HIED 894 students will receive a 1 for 1 point deduction.

Class Format: A class period is defined as 4:20 PM – 7:00 PM. Each class period will begin with a discussion of the text assignment along with articles identified by the students. After a 10 minute break from 5:30 to 5:40 PM, the guest speaker identified for the day’s discussion will speak except in cases where there is a scheduling conflict. During April 4 through the 18th, the assigned group will prepare to make their presentation and lead an active discussion for one hour—unless otherwise predetermined between the group and the professor. The remaining time will allow for miscellaneous questions, assignment clarification, or issue bin items for later consideration.

Grading: Grades will be determined based on a maximum of 600 points according to the following:

- Class Attendance and Participation – 15% (90 points)
- Case Analyses (*3 Cases @ 40 points each*) – 20% (120 points)
- Group Presentation – 20% (120 points)
- Final Research Report – 20% (120 points)
- Final Exam – 25% (150 points)

92.1 to 100	=	A
90 to 92	=	A-
85 to 89.9	=	B+
80 to 84.9	=	B
78 to 79.9	=	B-
75 to 77.9	=	C+
70 to 74.9	=	C
68 to 69.9	=	C-

Accommodating Students with Special Learning Needs: In accordance with University policy, students with documented sensory and/or learning disabilities should inform the instructor so that special needs may be accommodated.

Honors Pledge: Each student is expected to abide by the honor system of Old Dominion University: “I pledge to support the honor system of Old Dominion University. I will refrain from any form of academic dishonesty or deception, such as cheating or plagiarism. I am aware that as a member of the academic community, it is my responsibility to turn in all suspected violators of the honor system. I will report to the Honor Council hearings if summoned.”

Office Hours: By Appointment during the following times

Monday:	9:30 AM – 11:30 and 3:30 PM – 5:30 PM
Tuesday, Thursday, and Friday:	9:30 AM – 12:00 PM and 1:30 PM – 3:00 PM
Wednesday:	Out of the Office

Course Calendar for Spring 2006

Tuesday, January 10, 2006	<u>Course Introduction</u> : General orientation; review of syllabus and assignments, introductions, and discussion of course expectations.
Tuesday, January 17, 2006	<u>Birnbaum, Chapters 1 & 2</u> : <i>Problems of Governance, Management and Leadership in Academic Institutions</i> and <i>Thinking in Systems and Circles</i> ; <u>Schein, Chapter 1</u> : <i>The Concept of Organizational Culture: Why Bother?</i>
Tuesday, January 24, 2006	<u>Birnbaum, Chapter 3</u> : <i>Making Decisions and Making Sense</i> ; <u>Schein, Chapters 2 & 4</u> : <i>The Levels of Culture</i> and <i>How Culture Emerges in New Groups</i> . (Profiles Due . Provide Group Project Problem)
Tuesday, January 31, 2006	<u>Schein, Chapters 5 & 6</u> : <i>Assumptions About External Adaptation Issues</i> and <i>Assumptions About Managing Internal Integration</i> ; <u>Supplemental Reading</u> : Chapters 1 & 22 from <i>Who Really Matters</i> by Art Kleiner. Provide case study #1.
Tuesday, February 7, 2006	<u>Birnbaum, Chapters 5, 6, OR 7</u> (Depending on your case study institution); <u>Schein, Chapter 7</u> : <i>Deeper Cultural Assumptions about Reality and Truth</i> . <u>Supplemental Reading</u> : Chapter 2 from <i>Who Really Matters</i> by Art Kleiner
Tuesday, February 14, 2006	<u>Case Study #1 Due</u> President Roseann Runte as guest speaker—4:30 – 5:30 PM. <u>Schein, Chapters 8 & 9</u> : <i>Assumptions about the Nature of Time and Space</i> , and <i>Assumptions about Human Nature, Activity, and Relationships</i> .
Tuesday, February 21, 2006	Dr. David Buckingham, VP of Student Affairs & Dean of Students Virginia Wesleyan University, Virginia Beach, VA. <u>Schein, Chapters 10 & 11</u> : <i>Cultural Typologies</i> and <i>Deciphering Culture</i> . Process Guest Speaker's Presentation.
Tuesday, February 28, 2006	Dr. Jeff Pittman, VP of Student Services at Regent University TITLE: How Finances Influence Organizational Culture & Visa Versa. Summary and Process. Deadline to request more than 1 hour for class presentation. Provide case study #2.
Tuesday, March 7, 2006	(Spring Break—No Class)

- Tuesday, March 14, 2006 Supplemental readings from *Leadership through Achievement* by American Council on Education; Chapter 10 in *Leaders of Color in Higher Education*; and Schein, chapter 15: *What Leaders Need to Know about How Culture Changes*.
- Tuesday, March 21, 2006 **Case Study #2 Due**
Dr. Quintin Bullock, Provost of TCC Norfolk Campus: Guest Speaker
Birnbaum, Chapter 8: The Cybernetic Institution: Providing Direction through Self-Regulation. Schein, Chapters 16 & 17: A Conceptual Model for Managed Culture Change and Assessing Cultural Dimensions: A Ten-Step Intervention.
- Tuesday, March 28, 2006 Birnbaum, Chapter 9: Effective Administration and Leadership in the Cybernetic Institution. Schein, Chapter 19: The Learning Culture and the Learning Leader. Supplemental Readings: Who Really Matters, Chapters 5 & 6.
- Tuesday, April 4, 2006 Guest Lecturer: Lesa Clark
- Tuesday, April 11, 2006 Groups 1 and 2 Presentations
- Tuesday, April 18, 2006 Group 3 Presentation
- Tuesday, April 25, 2006 Final Class. Final Report and **Case Study #3 Due**
- Tuesday, May 2, 2006 Final Exam due via email @ 5:00 PM

BIBLIOGRAPHY

- American Council on Education (2005). *Women of Color in Higher Education: Leadership through achievement*. Washington, DC: American Council on Education.
- Birnbaum, R. (1988) *How Colleges Work: The cybernetics of academic organization and leadership*. San Francisco: Jossey-Bass.
- Heifetz, R.A. (1994). *Leadership Without Easy Answers*. Cambridge, Massachusetts: Harvard University Press.
- Kleiner, A. (2003). *Who Really Matters: The core group theory of power, privilege, and success*. New York: Doubleday.
- Kouzes, J.M. & Posner, B.Z. (1987). *The Leadership Challenge: How to get extraordinary things done in organizations*. San Francisco: Jossey-Bass, Inc.
- Publication manual of the American psychological association*, Fifth Edition (2001). Washington, D.C.: American Psychological Association.
- Schein, E.H. (2004). *Organizational Culture and Leadership*. San Francisco: Jossey-Bass.
- Ververde, L.A. (2003) *Leaders of Color in Higher Education: Unrecognized triumphs in harsh institutions*. Walnut Creek, CA: AltaMira Press.

APPENDIX I**INSTITUTION OF HIGHER EDUCATION PROFILE**

(Items I through VI are due Tuesday, January 24, 2006. Items VII and VIII will be added)

- I. Board of Directors, Board of Visitors, or Board of Planners.
 - i. Types of careers and jobs?
 - ii. Number of years on the board?
 - iii. Are they alumni of the institution?
 - iv. Where they appointed or elected? By whom?
- II. Administrative Profile:
 - i. How many presidents have served?
 - ii. Overview of the current president's credentials and perceived leadership philosophy.
 - iii. Administrative structure of titles and brief overview of their positions, (i.e., Assistants, VP's, Provosts, Deans, etc.)
 - iv. What positions/office are direct lines to the president?
- III. Institutional Profile:
 - i. Type of institution (community college, state college, research I or 2, HBCU, HIS, Tribal college).
 - ii. Mission statement, vision statement, guiding principles, overall strategic objectives.
 - iii. Carnegie Classification
 - iv. Residential or commuter
 - v. Date of origin
 - vi. Accrediting agencies for the institution (You do not need to necessarily find the accrediting agencies for the individual programs or departments).
- IV. Profile of the student body:
 - i. Number of students
 - ii. Racial/Ethnic profile
 - iii. Average SAT scores
 - iv. Average age group

- v. Percent on financial aid
- vi. Average cost per semester/quarter
- vii. Levels of degrees offered (Certificate, Associate, Bachelors, Master's, Ph.D.)
- V. Faculty Profile:
 - i. Number of faculty.
 - ii. How many part-time and how many full-time?
 - iii. How many are tenured?
 - iv. Average age
 - v. Average number of years served.
- VI. Other Sources:
 - i. Number of alumni
 - ii. Source of funding
 - 1. Percent from corporate donors
 - 2. Alumni
 - 3. State and Federal Government.
- VII. Miscellaneous/Additional Information.
- VIII. Course Assignments.

Link to additional information on your chosen college: <http://nces.ed.gov/ipeds/cool/>