

**COURSE GUIDE FOR CSA 15:230:620**  
*Organization and Administration in  
Higher Education*



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## GENERAL INFORMATION

- Course Title:** Organization and Administration in Higher Education (CSA 15:230:620)
- Course Credit:** 3 hours
- Catalog Description:** Problems related to the governance of institutions of higher learning, including the aspects of general organization and administration, legal structure, business and finance, agencies for policymaking, academic administration, student personnel policy, plant planning and maintenance, and relations with the various publics of the institution.
- Text/Resources:** Birnbaum, R. (1988). *How colleges work: The cybernetics of academic organization and leadership*. San Francisco: Jossey-Bass. **(Required)**
- Bergquist, W. H., & Pawlak, K. (2008). *Engaging the six cultures of the academy*. San Francisco: Jossey-Bass. **(Required)**
- Tierney, W.G. (2008). *The impact of culture on organizational decision making: Theory and practice in higher education*. Sterling, VA: Stylus Publishing. **(Required)**
- American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: Author. **(Optional)**
- Course Goal:** This course is intended to assist students to develop a broad perspective on how colleges and universities are governed at both macro and micro levels. A specific focus on academic and student affairs contexts within academe will be explored. Additionally, the course will emphasize the influence of culture on institutional decision making and outcomes.

### Supporting Goals:

The course goal will be achieved by addressing the following supporting goals:

1. To explain typical governance structures for private and public institutions.
2. To identify the major participants in campus governance and explain the roles these individuals play in governing colleges and universities.
3. To foster an understanding of organizational and administrative theory literature within higher and postsecondary education.
4. To develop an ability to relate major organizational concepts to the internal governance of colleges and universities and apply these concepts to specific administrative settings.
5. To explain and interpret "how colleges work" (from an organizational perspective) via the application of eight organizational models/metaphors discussed in class.
6. To explore various frames and models that illustrate how culture influences organizational decision making and outcomes.

## Course Format

Given the broad scope of topics to be covered, this course will rely heavily on extensive reading as well as instructor facilitated and student-led discussions.

## Unit Topics

- I. Understanding Colleges and Universities as Organizations
- II. Models of Organizational Functioning
- III. Integrating the Models
- IV. The Collegial Culture
- V. The Managerial Culture
- VI. The Developmental Culture
- VII. The Advocacy Culture
- VIII. The Virtual Culture
- IX. The Tangible Culture
- X. Bridging the Gap
- XI. Critical Approaches to Organizational Governance
- XII. Defining Organizational Culture
- XIII. Examining Academic Life
- XIV. The Road Ahead

## GRADING AND COURSE REQUIREMENTS

You determine your grade by the number of points earned on the various course activities. With this approach, there is no pre-conceived distribution of grades. Everyone or no one can receive an "A." There are five different course requirements (with assigned point values) specified below.

Activity	Points
1. Class Participation	10
2. Article/Chapter Review	20
3. Case Study Project	50
4. Observation	20
<b>Total</b>	<b>100</b>

1. CLASS PARTICIPATION

10 points

An important aspect of this course is the exchange of ideas, opinions, questions, and information. Consequently, you are expected to come to each class fully prepared to participate, both by contributing important information from assigned readings and by contributing to class discussion.

Points will be awarded for participation in class discussion as follows:

Unusually good contributions	09-10 points
Good contributions	07-08 points
Minimal, but acceptable contributions	05-06 points
Essentially no contribution	00-04 points

In arriving at this total, points will be awarded in several class discussions as follows:

Obviously well-prepared, significant contributions	09-10 points
Well prepared, good contributions	07-08 points
Some preparation, minimal contribution	05-06 points
Simply there, little or no contribution, no participation	00-00 points

Your point total is determined by averaging ratings of your contributions over several class sessions.

2. ARTICLE/CHAPTER REVIEW /LITERATURE CIRCLE

20 points

You will be assigned one peer-reviewed article or book chapter to review. You are to provide a clear and concise two-page (*12-point font, double-spaced*) written critique. **Briefs should not simply summarize the readings**, but rather should highlight your critical reflections. Briefs should address the following questions, preferably but not necessarily in order:

1. What was the most useful or interesting point you learned from the article/chapter?
2. Did the article/chapter support or refute past class readings and class discussions--if so, how?
3. Did the article/chapter support or refute your personal observations and perspectives on higher education governance--if so, how?
4. How might you apply the information articulated in the article/chapter to your work (presently and/or in the future)?

Attention to detail in providing a well-thought out review is critical for engaging class discussion. Classroom presentations of your article/chapter will be facilitated using the **Literature Circle (Appendix B)** format. Relevant handouts and materials should be provided to class members.

3. GROUP CASE STUDY PROJECT

50 points

This course requirement is comprised of three components in which you will employ your knowledge of governance to address a looming issue impacting an institution of higher education. Each of the three components will be submitted in turn. Formative evaluative feedback will be provided to assist you in the enhancement of the overall project. Feedback should be utilized to improve the final submission due at the end of the course. Each case study team is expected to provide a 40-minute presentation. Please see the tentative calendar (**Appendix A**) and presentation evaluation form (**Appendix C**) for further details regarding this course activity.

Component One: (Institutional Context)

Please select a college or university that you are interested in learning more about, from a governance and organizational perspective. I advise you to select an institution in which you have some level of familiarity (either as a student or an employee), or one in which you desire to learn more about.

This case study component should be descriptive in nature. In **3 - 5 pages**, tell us about the college. Here you should describe the institutional mission, place in the domain of higher education (how does this institution compare with others in terms of various measures, such as size, complexity, selectivity, geographic constituencies, control, cultural/ethnic demographics, degrees granted, etc.), and the governance role of the various actors (internal and external) we have considered in class. Which models discussed in the Birnbaum text most accurately describe the institutional context?

You should use prose to capture the spirit and essence of the institution you have selected. Please do not include organizational charts or listings of administrators, administrative units, or various campus-based committees in your narrative. Instead, use this information to strengthen your discussion. These documents may be included as attachments to your final report. This component is worth **10 points**.

Component Two: (Governance Dilemma)

You are to identify a looming dilemma/problem/issue that has implications for the governance and leadership entities within your selected institution. This dilemma may be an existing problem that leadership is currently confronting or a problem that has implications for the governance structure that what you are interested in learning more about. I advise you to select an institution in which you have some level of familiarity (either as a student or an employee), or one in which you desire to further explore.

In **3- 5 pages**, describe the problem you have outlined. The title and topic sentence of the paper should be framed in a manner that probes into issues such as how should the institution/unit/division respond? What changes in the system are causing this problem to become manifest? What are the relevant facts and figures that describe the magnitude and specificity of the problem? How is this problem a particular challenge to this institution?

Selection of a problem for further investigation should be developed from your reading in this class or other courses, issues of personal interest, or observations and experiences you have had directly. Sources of information about the problem may be uncovered in exchanges with colleagues or through books and resources such as the *Chronicle of Higher Education*. This component is worth **20 points**.

Component Three: (Governance Dilemma Solved)

You are to step back and take a holistic view of the case study you have developed. What is the solution to this problem? Perhaps you need to suggest a couple of solutions to address the issue. What are the strategies as well as trade-offs and challenges involved in moving in a positive direction? What are the administrative issues to be considered, particularly in light of what you have learned from the readings in the texts? How can the problem be framed in order to meet expected opposition? What role do various university leaders play in solving the problem?

This case study component should be **5-7 pages** in length. You should advance a particular plan of action, outline the plan, and describe the obstacles you anticipate encountering. Include your ideas on how you plan to overcome the presenting obstacles. Again, your solution should be grounded in the readings and literature we have covered in the course. This component is worth **20 points**.

#### 4. OBSERVATION

20 points

You are to observe organization and governance decision-making practices "in action"; this process will assist you in understanding way in which formal structures operate. For this assignment, you are to attend at least one meeting or event and provide a written reflection of your experience as an observer.

A number of observation opportunities exist over the course of the academic semester. You are allowed to select settings outside of Rutgers University, particularly if these settings and observation opportunities serve as a better "fit" for your schedule. I will provide you with information regarding upcoming meetings, but you are encouraged to consult your local newspaper and to make contact with individuals who are apprised of such events.

Please provide a **3 - 4 page** description of the event. Be sure to include: What was discussed, what decisions were made, what mechanisms for decision making were employed, and what formal roles individuals played. Additionally, you should consider information cited within the texts to frame your discussion.

#### GRADES

Final grades will be assigned as follows:

For a grade of:

- "A" At least 90 total points
- "B" An accumulated point total between 80 and 89
- "C" An accumulated point total between 70 and 79
- "D" Any point total below 70

#### OTHER

##### Class Attendance

If you must miss class, please let me know in advance by contacting me at (732) 932 7496, x. 8350 or my assistant **Edrice Wyatt** at (732) 932-7496 x. 8334. You are responsible for all materials covered in class and for completing any work assigned.

##### Class Procedures

You are expected to turn in all assignments by the dates outlined in the tentative course calendar (**Appendix A**). Extenuating circumstances will be evaluated on an individual basis.

## Tentative Course Calendar

**Appendix A** lists the *tentative* course calendar. Please note that this calendar is subject to change. Any necessary amendments will be announced in class.

## Academic Dishonesty

Matters relating to academic dishonesty will be handled in accordance with the guidelines specified in the Rutgers University Academic Integrity Policy ([http://academicintegrity.rutgers.edu/files/documents/AI\\_Policy\\_9\\_01\\_2011.pdf](http://academicintegrity.rutgers.edu/files/documents/AI_Policy_9_01_2011.pdf)).

## Students with Disabilities

Students with disabilities should contact the Disabilities Services office to make the necessary arrangements if modifications are required to facilitate the classroom teaching and learning process. This office is located in the **Rutgers Office of Disability Services** ([dsoffice@rci.rutgers.edu](mailto:dsoffice@rci.rutgers.edu)), *Lucy Stone Hall*, 54 Joyce Kilmer Avenue, Suite A145, Suite A145, Piscataway, New Jersey 08854. They may be contacted directly at (848) 445-6800.

## Conferences with the Instructor

I will be available to meet with students during regularly scheduled office hours or by appointment. I will also be available for conferences immediately before or after class. If you need to reach me by telephone or e-mail, my number and address is *listed below*.

### Graduate School of Education (GSE)

Room 350

(732) 932 - 7496 x.8350 (office number)

[fred.bonner@gse.rutgers.edu](mailto:fred.bonner@gse.rutgers.edu) (e-mail address)

**APPENDIX A  
TENTATIVE CALENDAR**

<u>Date</u>	<u>Topics</u>
Jan. 22	Introduction and Overview
Jan. 29	Part I (Birnbaum-Chapter 1) <b>(ASSIGN CASE STUDY GROUPS)</b> <i>*Note: six 4 member teams and one 3 member team</i>
Feb. 5	Part I (Birnbaum-Chapter 2 & 3)
Feb. 12	Part II (Birnbaum-Chapter 4; Tierney-Chapters 1 & <b>2 (LC)</b> )
Feb. 19	Part II (Birnbaum, Chapter 5; Tierney- Chapter <b>3 (LC)</b> )
Feb. 26	Part II (Birnbaum-Chapter 6; Tierney-Chapters <b>4 (LC) &amp; 5 (LC)</b> )
Mar. 4	Part II (Birnbaum-Chapter 7; Tierney-Chapters <b>6 (LC) &amp; 7 (LC)</b> ) <b>CASE STUDY - COMPONENT ONE DUE</b>
Mar. 11	Part III (Birnbaum-Chapter 8; Tierney-Chapter <b>8 (LC)</b> )
Mar. 18	<b>SPRING BREAK</b>
Mar. 25	Part III (Birnbaum-Chapter 9; Tierney-Chapter 9)
Apr. 2	<b>OBSERVATIONS DUE</b> (In Class Discussion and <b>Guest Speaker</b> )
Apr. 9	Bergquist and Pawlak-Chapters <b>1-3 (Book Discussion and Activity)</b> <b>CASE STUDY - COMPONENT TWO DUE</b>
Apr. 16	Bergquist and Pawlak--Chapters <b>4-7 (Book Discussion and Activity)</b>
Apr. 23	<b>CASE STUDY PRESENTATION PREP--MEET VIA <i>GOOGLE CIRCLES</i></b>
Apr. 30	<b>CASE STUDY PRESENTATIONS (4)</b> <b>CASE STUDY - COMPONENT THREE AND FINAL PRODUCT DUE</b>
May 6	<b>CASE STUDY PRESENTATIONS (3)</b> <b>CASE STUDY - COMPONENT THREE AND FINAL PRODUCT DUE</b>

## APPENDIX B LITERATURE CIRCLE

A **Literature Circle** is a student centered reading activity for groups of 4-6 students. Each member of a circle is assigned a role to facilitate group discussion of the literature they have previously read. Literature Circles provide opportunities for students to control their own learning as well as opportunities to share thoughts, concerns and their understanding of the events that occurred in the literary work.

In each group, the members assume various roles. The facilitator will explain and model each of these roles before members are asked to assume responsibility. Each role is important because it provides group members with a unique lens from which they can critically think about and reflect on concepts from the readings. Additionally, this activity provides students with an opportunity to use the range of their various cognitive abilities and perspectives (Stein & Beed, 2004).

**Connector** – Good leaders draw on prior knowledge and experience to help them understand what they are exposed to and are thus able to use that knowledge to make connections. By teaching peers how to connect broad concepts to their daily lives they are able to better infuse solutions to problems (Harvey & Goudvis, 2000). In the role of connector, a student will find connections among articles (assigned readings) and various other sources of data (e.g. radio, television, film, newspaper, and personal experiences). The task is to provide a connection among the various elements discussed during weekly classroom engagements (i.e. typically among assigned articles) and the articulated data sources mentioned above.

**Discussion Director** - Questioning is effective for improving comprehension because it provides students with a purpose for reading, focuses attention on what must be learned, helps develop active thinking while reading, helps monitor comprehension, helps review content, and relates what is learned to what is already known (Armbruster, Lehr, & Osborn, 2001). The discussion director responsibility is to ask questions about the article that the group has been assigned to read in order to challenge the group to think broadly. Questions should be open-ended and should generate thoughtful discussion.

**Passage Master** - It is the passage master's job to decide which passage is worth discussing. This job involves identifying passages to be seen and shared with the group. It is his/her responsibility to plan for how the passages will be shared with the group.

**Illustrator** - The illustrator is the graphic artist of the group. It is his/her responsibility to draw a representation of the reading.

**Other Roles** that may be utilized include: The **critical thinker** develops questions for critical thinking based on Blooms Taxonomy. The **technologist** designs a technology-based activity that connects the article readings with current media and writings. The **investigator** locates background information on the topic that will be useful to gain a deeper understanding of the topic. The **summarizer** is responsible for summarizing the reading.

*\*Note: See the attached forms.*

**APPENDIX C  
CASE STUDY PRESENTATION EVALUATION FORM**

PRESENTER (S) \_\_\_\_\_

**RATING DEFINITIONS**

- EXCELLENT - ONLY SLIGHT ROOM FOR IMPROVEMENT
- ACCEPTABLE - OK, BUT SOME ROOM FOR IMPROVEMENT
- FAIR - marginally acceptable
- INADEQUATE - DID NOT MEET CRITERIA

FINISH _____ START _____	EXCELLENT 3.0 POINTS	GOOD 2.0 POINTS	FAIR 1.0 POINTS	INADEQUATE 0.0 POINTS	COMMENTS
<b>PRESENTATION / DISCUSSION</b>					
1. PROVIDE A GOOD INTRODUCTION/OVERVIEW OF THE GOVERNANCE CONTEXT/CASE?					
2. ALLOW SUFFICIENT CLASS PARTICIPATION (QUESTIONS AND DISCUSSION)?					
3. KEEP THE CLASS ON TOPIC (AVOID/CONTROL DIGRESSIONS)?					
4. PROVIDE ADEQUATE EXAMPLES / ILLUSTRATIONS WHERE NEEDED?					
5. USE A VARIETY OF APPROACHES (HANDOUTS, OVERHEADS, <i>PowerPoint</i> , AUDIO, VIDEO, QUESTIONS, ETC.)?					
6. EXERCISE COMMON SENSE IN SELECTING CONTENT--GIVEN THE TIME ALLOTTED?					
7. COMPONENT ONE-- <i>INSTITUTIONAL CONTEXT</i> --CLEAR AND CONCISE OVERVIEW?					
8. COMPONENT TWO-- <i>GOVERNANCE DILEMMA</i> --CLEAR AND CONCISE OVERVIEW?					
9. COMPONENT THREE-- <i>GOVERNANCE DILEMMA SOLVED</i> -- CLEAR AND CONCISE OVERVIEW?					
10. PROVIDE A GOOD SUMMARY OR CONCLUSION?					

TOTAL POINTS/GRADE:  
COMMENTS/SUGGESTIONS: