

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



SPRING 2015

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Research Associate

Organization and Administration in Higher Education
CSA 15:230:620.01
3 Credit Hours
Tuesdays, 1:10pm-3:50pm, 111 Murray Hall

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Phone Number: (848)932-0811	10 Seminar Pl Rm _346_
Office Hours: T 10:00am-1:00pm, W 11:00am-2:00pm, By appointment	Prerequisites or other limitations:
Mode of Instruction: <input type="checkbox"/> Lecture <input checked="" type="checkbox"/> Seminar <input type="checkbox"/> Hybrid <input type="checkbox"/> Online <input type="checkbox"/> Other	Permission required: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes Directions about where to get permission numbers:

Course/Learning 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/Program 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.

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, CA: Jossey-Bass. **(Required)**
- Hirt, J. (2006). *Where you work matters: Student affairs administration at different types of institutions*. Lanham, MD: University Press of America. **(Required)**
- American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author. **(Optional)**

Course Format

Given the broad scope of topics to be covered, this seminar 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. What Do We Really Know About Student Affairs Work
- V. The Standard Bearers: Student Affairs Professionals at Liberal Arts Colleges
- VI. The Interpreters: Professional Life at Religiously Affiliated Institutions
- VII. The Generalists: Student Affairs Work at Comprehensive Colleges and Universities
- VIII. The Specialists: Professional Life at Research Universities
- IX. The Guardians: Professional Life at Historically Black Colleges and Universities
- X. The Producers: Professional Life at Community Colleges
- XI. The Change Agents: Student Affairs Administration at Hispanic-Serving Institutions
- XII. Where You Work Matters

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 seven different course requirements (with assigned point values) specified below.

Activity	Points
1. Class Participation	15
2. Tweet It Out (15@2pts)	30
3. Current Events Brief (Individual)	30
4. Midterm Exam	50
5. Case Study Project Written Report	50
6. Case Study Project Presentation	25
7. Group Member Evaluations (2@25pts)	50
Total	250

NOTE: You are expected to turn in all assignments by the dates outlined in the tentative course calendar (Appendix A) to avoid a 10% penalty. Extenuating circumstances will be evaluated on an individual basis.

GRADES

Final grades will be assigned as follows:

For a grade of:

- “A” At least 225 total points
- “B” An accumulated point total between 200 and 224
- “C” An accumulated point total between 175 and 199
- “D” An accumulated point total between 150 and 174
- “F” Any point total 173 and below

COURSE ASSIGNMENTS/REQUIREMENTS

1. CLASS PARTICIPATION

15 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.

NOTE: Participation includes class attendance. *You automatically forfeit class participation points when you are absent from class.*

2. TWEET IT OUT

30 points

This course requirement requires you to tweet a compelling thought of interest or comment generated by the specified course readings weekly **BY 6:00pm**, the day prior to class. Failure to tweet before the deadline results in the automatic forfeit of “Tweet It Out” points for that week. I encourage you to be creative and thoughtful in your tweets; the **ONLY** limitation is that you may not tweet direct quotes from the course readings. **NOTE: You may tweet a response to another tweet or pose a question BUT you still must offer an initial comment.** The Twitter account is private and is set for classroom discussion

purposes only. Please follow me @banda_rosie. I am aware that some, if not many, of you may already have Twitter accounts. You may use your account or create a new account; the decision is left at your discretion. If you do not have a Twitter account, please go to <http://twitter.com/signup> and create one. Tweeting officially begins January 27. *Tweets for the semester are worth 30 points.*

3. CURRENT EVENTS BRIEF **30 points**

A critical aspect of a student affairs professional is to remain abreast of current events that occur at institutions of higher education, particularly as it relates to student affairs. This course component requires you to identify and locate a specific dilemma (e.g., hazing, sexual assault, academic dishonesty, etc) that is occurring at a specific postsecondary institution. You **MUST** retrieve and submit the utilized news/media clipping with your current events brief. **NOTE:** Events chosen for this component will be found in **non-academic** scholarly journals.

Using a governance and administrative lens, your current events brief should address the following: 1). Institutional Context; 2). Discuss Dilemma (e.g., What is the issue?; Who does it involve?); 3. What is being done to solve the dilemma?; 4). Acknowledge key points and considerations in regards to organizational and administrative handling of the dilemma, as it pertains to course readings. Who is making the decisions of how the dilemma is being handled?; 5). Offer and substantiate suggestions, from a student affairs practitioner perspective, about what else can or should be done to solve the dilemma. **NOTE:** This assignment requires a minimal of one reference from one of the course texts.

Brief must be 1-1.5 single spaced pages in length, use 12 pt. Arial Narrow font, succinctly written, and contain no more than two grammatical errors. Follow APA for in-text and reference(s) formatting; this is expected to be free from errors. No cover page is needed; Include only your name and course/semester in left hand corner of brief. **NOTE: Because this brief is succinct, you may NOT use quoted material from the text or news/media clipping. If you use quoted material, you automatically forfeit the entire points for this course component.** You must email me the link to the current event AND brief at rosie.banda@gse.rutgers.edu prior to the start of class on the designated due date. **NO EXCEPTIONS.** Papers emailed after the start of class time will automatically be penalized 10%. Additionally, bring a hard copy of news/media clipping and brief to submit in class. Please see the tentative calendar (**Appendix A**) and the evaluation form (**Appendix B**) for further details regarding this course activity. *Current Events Brief is worth 30 points.*

4. MIDTERM EXAM **50 points**

All course readings, class discussions (including current events brief) and information via guest speakers will be fair game. A combination of multiple choice, open ended, short discussion, and short essays items will be utilized. The entire class time will be allotted for the exam. *Midterm exam is worth 50 points.*

5. 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 case study team is expected to provide a written report. Each group will be randomly assigned one of the three focuses below:

1. Current Event: Identify a current event that is creating an issue for a specific institution of higher education.
2. Institutional Policy: Identify a current institutional policy that has been recently implemented at a specific institution of higher education.
3. Federal Policy: Identify a specific federal policy that has been recently implemented at institutions of higher education.

NOTE: Regardless of focus assigned, the components below outline the requirements for this project.

Component One: (Institutional Context)

Please select a department, college or university that you are interested in learning more about, from a governance and organizational perspective. This case study component should be descriptive in nature. In **3 - 5 pages**, tell me 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 appendices to your final report. *This component is worth 10/50 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. **NOTE: This dilemma should either have a current event focus, an institutional policy focus, or a federal policy focus. The focus of dilemma to be highlighted in this report has been randomly determined.** 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.

In **3- 5 pages**, describe the problem you have outlined. You will probe 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 10/50 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 **5-7pages** 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 10/50 points.*

NOTE: The additional *20 points* for this assignment will be determined on the quality and inclusion of an introduction, conclusion as well as technical requirements.

Technical Requirements: The report, approximately 15-20 double spaced pages (inclusive of cover sheet, abstract page, references, and appendices), should include an introduction and conclusion, be written in 12-point Arial Narrow font, double spaced with 1-inch margins, and contain no more than five grammatical errors. Report must strictly adhere to APA standards. You must email me the paper at rosie.banda@gse.rutgers.edu prior to the start of class on the designated due date. **NO EXCEPTIONS.** Papers emailed after the start of class time will automatically be penalized 10%. Please see the tentative calendar (**Appendix A**) and evaluation form (**Appendix C**) for further details regarding this course activity. *The written report is worth a total of 50 points.*

6. GROUP CASE STUDY PODCAST PRESENTATION **25 points**

Podcast should be a minimum of 25 minutes and a maximum of 30 minutes; an additional 15 minutes will be allotted for in class questions/discussion. As a group, you will **creatively** present your case study project. Your group's job will be to convey your respective case study in an imaginative and creative way that addresses the key components. Podcast should combine video and audio features. **NOTE: The sky is limit! Think COMPLETELY outside of the box when creating this podcast.** Podcast can be finalized upon completion into a .wmv (Windows) or .mov file (Mac). **Final podcast should be uploaded to <http://www.youtube.com> as a PRIVATE LINK. This should NOT be a public link.** For more information on how to create a podcast go to <http://www.youtube.com/watch?v=-hrBbczS9I0>. Refer to **Appendix D** for the podcast presentation evaluation form. *Podcast Presentation is worth 25 points.*

7. GROUP MEMBER EVALUATIONS **50 points**

As graduate students, it is vital to put forth 100% effort not only in individual projects but in group projects as well. You will rate each team member's contribution on the case study project paper and podcast presentation. I encourage each of you to truthfully and honestly evaluate the performance of your respective group members. Points awarded will be an average of scores received by your peers. You must email me evaluations for group members at rosie.banda@gse.rutgers.edu on designated due dates for case project report and podcast presentation. Please refer to **Appendix A** for course calendar and **Appendix E** for Group Member Evaluation Form. *Group Member Evaluations are worth a total of 50 points.*

OTHER

Academic Integrity Policy

The Office of Student Conduct supervises issues related to violations of academic integrity (see <http://academicintegrity.rutgers.edu>). Please familiarize yourself with the university policy on academic integrity at http://academicintegrity.rutgers.edu/files/documents/AI_Policy_2013.pdf

Office of Disability Services

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

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), Lucy Stone Hall, 54 Joyce Kilmer Avenue, Suite A145, Suite A145, Piscataway, New Jersey 08854. They may be contacted directly at (848) 445-6800.

***APPENDIX A
TENTATIVE CALENDAR
January 2015**

Date/Week	Readings/Assignments
Jan. 20	Introduction and Course Overview/Expectations Birbaum-Chapter 1
Jan. 27	Birbaum-Chapters 2 & 3
Feb. 03	Birbaum-Chapter 4 Class Discussion of Current Events [DUE: Current Events Brief]
Feb. 10	Hirt-Chapters 1 & 2
Feb. 17	Hirt-Chapter 3 Guest Speaker
Feb. 24	Birbaum-Chapters 5 & 6
Mar. 03	Hirt-Chapters 4 & 5 Guest Speaker
Mar. 10	MIDTERM EXAM
Mar. 17	SPRING BREAK 
Mar. 24	Hirt-Chapter 6 Guest Speaker
Mar. 31	Birbaum-Chapters 7 & 8
Apr. 07	Birbaum-Chapter 9
Apr. 14	Hirt-Chapters 7 & 8 Guest Speaker
Apr. 21	CASE STUDY PRESENTATIONS [DUE: CASE STUDY PROJECT REPORT/GROUP MEMBER EVALS]
Apr. 28	CASE STUDY PRESENTATIONS
May 05	CASE STUDY PRESENTATIONS

***Subject to change at instructor's discretion**

NOTE: All assignments are electronically due prior to the official start time of class on designated due date

**APPENDIX B
CURRENT EVENTS BRIEF EVALUATION FORM**

PRESENTER

RATING DEFINITIONS

EXCELLENT - ONLY SLIGHT ROOM FOR IMPROVEMENT

GOOD - OK, BUT SOME ROOM FOR IMPROVEMENT

FAIR - MARGINALLY ACCEPTABLE

INADEQUATE - DID NOT MEET CRITERIA

	EXCELLENT 5.0 POINTS	GOOD 3.0 POINTS	FAIR 2.0 POINTS	INADEQUATE 0.0 POINTS	COMMENTS
30 POSSIBLE POINTS					
1. PROVIDE OVERVIEW OF INSTITUTIONAL CONTEXT?					
2. DESCRIBE DILEMMA?					
3. DISCUSS WHAT IS BEING DONE TO SOLVE DILEMMA?					
4. ACKNOWLEDGE KEY POINTS/CONSIDERATIONS IN REGARDS TO ORGANIZATION AND ADMINISTRATIVE HANDLING OF DILEMMA?					
5. OFFER SUGGESTIONS FROM A STUDENT AFFAIRS PRACTITIONER PERSPECTIVE ON HOW TO REMEDY DILEMMA?					
6. CONTAIN LESS THAN TWO GRAMMATICAL ERRORS AND FREE OF APA ERRORS?					

TOTAL POINTS/GRADE:

COMMENTS/SUGGESTIONS:

**APPENDIX C
CASE STUDY PAPER EVALUATION FORM**

PRESENTER (S) _____

RATING DEFINITIONS

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

	EXCELLENT 10 POINTS	GOOD 7.0 POINTS	FAIR 4.0 POINTS	INADEQUATE 0.0 POINTS	COMMENTS
CONTENT REQUIREMENTS: 40 TOTAL POSSIBLE POINTS					
1. PROVIDE A GOOD INTRODUCTION/OVERVIEW OF THE GOVERNANCE CONTEXT/CASE AS WELL AS CONCLUSION?					
2. COMPONENT ONE --INSTITUTIONAL CONTEXT--CLEAR AND CONCISE OVERVIEW? ALL QUESTIONS ADEQUATELY ADDRESSED VIA SYNTHESIS OF COURSE MATERIAL?					
3. COMPONENT TWO --GOVERNANCE DILEMMA --CLEAR AND CONCISE OVERVIEW? ALL QUESTIONS ADEQUATELY ADDRESSED VIA SYNTHESIS OF COURSE MATERIAL?					
4. COMPONENT THREE --GOVERNANCE DILEMMA SOLVED-- CLEAR AND CONCISE OVERVIEW? ALL QUESTIONS ADEQUATELY ADDRESSED VIA SYNTHESIS OF COURSE MATERIAL?					
TECHNICAL REQUIRMENTS: 10 TOTAL POSSIBLE POINTS	EXCELLENT 5.0 POINTS	GOOD 3.0 POINTS	FAIR 1.0 POINT	INADEQUATE 0.0 POINTS	COMMENTS
6. CONTAIN LESS THAN FIVE GRAMMATICAL ERRORS?					
7. FREE OF APA ERRORS?					

TOTAL POINTS/GRADE: _____ **CONTENT REQUIREMENTS +** _____ **TECHNICAL REQUIREMENTS =** _____
COMMENTS/SUGGESTIONS:

**APPENDIX D
PODCAST PRESENTATION EVALUATION FORM**

RATING DEFINITIONS

EXCELLENT - ONLY SLIGHT ROOM FOR IMPROVEMENT

GOOD - OK, BUT SOME ROOM FOR IMPROVEMENT

FAIR - MARGINALLY ACCEPTABLE

INADEQUATE - DID NOT MEET CRITERIA

START TIME: _____ FINISH TIME: _____	EXCELLENT 5.0 POINTS	GOOD 3.0 POINTS	FAIR 2.0 POINTS	INADEQUATE 0.0 POINTS	COMMENTS
25 TOTAL POSSIBLE POINTS					
1. COMPONENT ONE OF CASE STUDY WAS VISUALLY DEPICTED AND CONVEYED?					
2. COMPONENT TWO OF CASE STUDY WAS VISUALLY DEPICTED AND CONVEYED?					
3. COMPONENT THREE OF CASE STUDY WAS VISUALLY DEPICTED AND CONVEYED?					
4. PODCAST EFFECTIVELY INTEGRATED ALL GROUP MEMBERS?					
5. PODCAST WAS CREATIVE, EFFECTIVE, AND MET TIME REQUIREMENT?					

TOTAL POINTS/GRADE:

COMMENTS/SUGGESTIONS:

**APPENDIX E
GROUP MEMBER EVALUATION FORM**

Group Member Evaluated: _____

Group Project: _____

	STRONGLY AGREE 5.0 POINTS	AGREE 4.0 POINTS	NEUTRAL 2.5 POINTS	DISAGREE 1.0 POINT	COMMENTS
25 TOTAL POSSIBLE POINTS					
1. ATTENDS ALL GROUP MEETINGS?					
2. COMES TO GROUP MEETINGS PREPARED WITH RELEVANT INFORMATION?					
3. ASSUMES EXPECTED SHARE OF RESPONSIBILITY?					
4. CONTRIBUTES EQUITABLY TO WRITTEN/CREATIVE REQUIREMENTS OF THE ASSIGNMENT?					
5. LISTENS TO AND RESPECTS THE IDEAS OF OTHERS?					
COMMENTS:					

Total Possible Points: