

**Organization & Administration in Higher Education**

15:230:620:01

3 Credit Hours

Tuesdays, 9:00 - 11:40AM

Instructor Name: Dr. Janet Holdsworth	Email address: Janet.M.Holdsworth@Rutgers.edu
Phone Number: 763.458.7872	A6 Frelinghuysen Hall
Office Hours: Tuesdays 11:45am - 1:00pm or by appointment	Prerequisites or other limitations: None
Mode of Instruction: <input checked="" 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 Objectives:**

In this course graduate students will explore how higher education is administered, organized and governed. This course is intended to assist students in developing a broad perspective on how colleges and universities are governed at both macro and micro levels. A specific focus on the impact of both external influences and internal constituencies within academe on the governance of and administration in colleges and universities will be explored. Additionally, the course will emphasize the influence of culture on institutional decision making and outcomes.

Thus, the course was developed to meet the following purposes:

- (1) to provide students with an overview of leadership, administration and governance in higher education;
- (2) to allow students to become conversant on general organization theories used in higher education research and better understand how colleges work from a variety of organizational perspectives, models, and metaphors;
- (3) to enhance students' understanding of the roles played by various internal and external participants in the administration and governance of universities and colleges; and
- (4) to develop students' awareness of continuing and emerging issues faced by decision makers in public and private higher education institutions and apply organizational concepts to specific administrative settings and challenges.

**Required Text(s)/Readings:**

Readings for each class session are listed below and should be completed **prior** to class. Students are expected to arrive in class **prepared for discussion**, with all assigned readings completed.

- 1) Hendrickson, R.M. et al. (2013). *Academic leadership and governance of higher education: A guide for trustees, leaders, and aspiring leaders of two-and four-year institutions*. Sterling, VA: Stylus Publishing.
- 2) Manning, K. (2013). *Organizational theory in higher education*. New York: Routledge.

\*Possible, additional required reading will be academic articles, cases, and other handouts provided by the instructor.

### Required Assignments and Evaluation

You determine your grade by the number of points earned on course activities. With this approach, there is no pre-conceived distribution of grades. Final grades will be determined based on the following points system:

<b>Class Attendance/Participation:</b>	<b>15pts</b>
<b><u>Assignments:</u></b>	
<b>In-Class Case Study Analyses (4)</b>	<b>20 pts (5pts each)</b>
<b>Literature Review: 7-10pp (Due 3/22)</b>	<b>25pts</b>
<b>Administrative Case &amp; Analysis: 10-15pp paper (Due 5/3)</b>	<b>25pts</b>
<b>Oral presentation: 6 min</b>	<b><u>15pts</u></b>
	<b>Total: 100 pts</b>

#### Format specifications for papers:

- 1) Double-space (not 1.5).
- 2) Use print at least as large as the print used in this syllabus.
- 3) Number all pages.
- 4) Staple all pages together (no folders or plastic covers).
- 5) Cite sources by author and date, including page number for quotations.
- 6) Format quotations as follows: “ ...” (author, 19xx, p. x).
- 7) Put all citations in references.
- 8) Make sure all references are cited.
- 9) Use APA format.
- 10) Proofread the paper carefully.

### Class Attendance & Participation

Each student is expected to participate constructively and respectfully in class discussions; particularly, discussions of the assigned readings. Additionally, each student will be expected to contribute to in-class, small group activities such as case study analyses and other assignments. No student should be working on emails, on the internet or social media, or texting while class is in session; doing so, will result in point deductions.

### Literature Review (7-10pp)

This paper should review literature relevant to the administrative, issue, problem or situation under analysis for your administrative case analysis assignment. It should be based on books and journal articles including and beyond those assigned in class. **The review should be no more than 10 pages.** (Additional information about this assignment will be provided by instructor.)

### Administrative Case Analysis (10-15pp)

This paper has **two** components:

1) a descriptive case based on an actual, ongoing administrative problem or situation. It should present the story of the problem in full and lively detail, in chronological order. It should clearly identify all of the principal actors and agents in the situation and fully describe their roles and actions. The case **must** be based on publicly available sources and must **not** be connected with the author's own academic or employment unit. If information is collected from individuals, the author must contact them only through **publicly** available means, and the individuals must provide information only in their official capacities. **The description part of your case should be no more than 5 pages.**

2) an analysis of the administrative problem or situation. The paper should carefully and thoroughly describe the situation at present, and provide a diagnosis of the problem as the author now sees it. It should then present specific recommendations for action that address the administrative problem. **This analysis part of your paper should be no more than 10 pages.** (Additional information about this assignment will be provided by instructor.)

Oral Presentations:

Each student will make a brief presentation based on his or her administrative case study. (More information about requirements and expectations for this in-class presentation will be provided by the instructor.) The total allowed time for this presentation is 6 minutes.

In-Class Case Study Analyses:

A total of 4 case studies from the Manning text will be discussed in class. Students are expected to fully participate in small groups during the case study analyses exercises.

Schedule of Course Topics, Readings and Assignments:

M=Manning, *Organizational Theory* text

H= Hendrickson et al, *Academic Leadership & Governance* text

Date - class session	Session topic	Required reading	Due date and/or notes
<b>January 19</b>	Introductions, course and syllabus review	--	--
<b>January 26</b>	Classic organizational theory: Understanding college and universities as organizations	H - Intro, Chapt 1 M - Chapt 1, Chapt 10	<b>Start time = 9:30am</b>
<b>February 2</b>	External constituents: Federal, state & local governments	H - Chapt 4, 5 M - Chapt 6	
<b>February 9</b>	External interests and influences: Non-governmental	H - Chapt 8 M - Case Study - Chapt 3	<b>In-class Case Study</b>
<b>February 16</b>	Boundary spanners: Trustees & presidents	H - Chapt 9, 10 M - Case Study/ Chapt 11	<b>In-class Case Study</b>
<b>February 23</b>	Governance & academic	H - Chapt 11, 12, 13	--

	core: Faculty and their academic departments	M - Chapt 4	
<b>March 1</b>	Governance continued...	M - Case Study - Chapt 5	<b>Due: In-class Case Study</b>
<b>March 8</b>	Students in colleges & universities: Experiences, culture & climate	H - Chapt 14 M - Chapt 8	
<b>March 15</b>	<b>Spring Break</b>	--	--
<b>March 22</b>	<b>No Class</b>	--	<b>Due: Literature Review</b>
<b>March 29</b>	Organizational processes: Planning, assessment and budgeting	H - Chapt 15 M - Chapt 2	
<b>April 5</b>	College and University engagement: Local, national and international	H - Chapt 3, 7 M - Chapt 15, 16	
<b>April 12</b>	Four frames: A look at campus climate, culture and change	M - Case Study - Chapt 9	<b>Due: In-class case study</b>
<b>April 19</b>	In-class presentations	--	<b>Due: Presentations</b>
<b>April 26</b>	In-class presentations	--	<b>Due: Presentations</b>
<b>May 3</b>	Final paper, wrap-up, etc.	--	<b>Due: Final Paper</b>

### **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)).

Note About Electronic Devices: Checking electronic accounts, texting, and engaging in any other electronic communications may be conducted ONLY during the mid-class break. Unauthorized use of electronic devices during class will result in the complete forfeit of class participation points.

### **Students with Disabilities**

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](mailto:dsoffice@rci.rutgers.edu)), Lucy Stone Hall, 54 Joyce Kilmer Avenue.