

# +HI ED 552: ADMINISTRATION IN HIGHER EDUCATION

Spring 2012

## COURSE SYLLABUS

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### **Purpose**

The purpose of this course is to expose the student to the literature on management of higher education institutions. The course is structured around the concept of open systems theory. The literature on external influences on higher education is studied first. The focus then moves through the literature on boards of trustees to the literature on the role and structure of the various levels within the institution-- including the President, the Provost / Vice President, academic administration, departments, and faculty. This course introduces students to the extensive research and literature on external influences and internal constituencies that is necessary as background for studying organizational theory (covered in HIED 562).

### ***Course Goals & Objectives***

1. To acquire a reading knowledge of the higher education literature and research on external influences and internal constituencies of higher education institutions.
2. To acquaint students with the historical, environmental, social, and cultural contexts within which colleges and universities conduct their instructional, scholarly, and outreach activities.
3. To increase student familiarity with the effect of external influences on the internal constituencies and their role, structure, and decision making within the institution.
4. To foster understanding and appreciation for the diverse practices, customs, and traditions of institutional functioning and individual behavior within the college context.
5. To expand student knowledge about how academic and administrative cultures interact with each other and with stakeholders.
6. To explore the differing perceptions and perspectives of faculty, students, administrative managers on topics including diversity and equity.

### ***Classroom etiquette***

Cell phones and PDAs must be off and may not be used during class. Students are expected to give their full attention to the class. Multitasking during class is unprofessional and results in failure to meet your responsibilities to fellow students.

## **Requirements and Grading**

***Class Participation*** (15% of Final Grade): Students are expected to participate in this class through discussion. Learning is facilitated in classrooms where instructors and students feel both comfortable with and responsible for thinking out loud with one another. Class discussions are an opportunity to raise questions about readings, to clarify understandings, to offer the insights of personal experience, to challenge ideas and opinions constructively, to consider how these ideas can be translated into practice in different higher education settings, and to learn about others' perspectives.

1. Students are expected to actively participate in the discussion of the case studies from the perspective of a specific administrator.
2. Class presentations will give students an opportunity to explore specific areas and issues relevant to higher education administration. Students should participate actively and raise thought-provoking questions.
3. Lecture discussions will require students to participate in the discussion.
4. Evaluation of participation will be based on student's knowledge of the literature and their ability to focus on the issue under discussion.

***Case Studies*** (30% of Final Grade): Two case studies will require written assignments. The quality of these assignments will be assessed and grades will be given. Specific requirements for the written assignment are provided with the case. Case studies will be due February 13 and April 2.

**Group Projects and Individual Reflection Paper** Each group will be expected to participate in the discussions of how their institutions' units function starting with the February 13 classroom discussion of Boards of Trustees. A five page reflection paper will be due on April 16, 2012. The paper should describe how this group project and learning about another institution enhanced their understanding of the literature in higher education administration. (The reflection papers will be 20% of Final Grade.)

### **Group Project Description**

The class will be divided on the first day of class into groups of 4 students. Student groups will be randomly selected using the method of drawing a group number from a basket. Each group will then select an institution using the basket method again. Various selected institutions will be placed on pieces of paper and placed in the hat.

I will provide each group with a letter of introduction. The group will go to the web site and decide who might be the best person to contact within the institution to get access to information about the institution's structure, policies, level within the organization, level of faculty autonomy, and administrative and academic decision making. Each group will use the administrative structures we are studying in class to analyze their institution. Each group as we move through the units VI The Board of Trustees through Unit XII will be expected to discuss how the Literature helps them to understand and describe their institution.

You will notice that each group will be asked to contribute to the discussion of each administrative level and consider the following as you analyze your institution: demographics, mission, external environment, structure, functions, policy, practice, and decision making. Individual 5-page reflection papers on how you've used organization theory to analyze an institution and what you've learned are due April 16, 2012. Again, these reflection papers will be 20% of your grade.

***Take Home Final Exam*** (35% of Final Grade): Students will be required to synthesize information learned in class by writing an analytic paper. The Take Home Final Paper topic and question will be given to the class on Monday April 16, 2012. Exams will be due at the start of the Monday April 30, 2012 which will give students at least two week to complete them. The paper will be a maximum of 15 pages typewritten. Students are to use 12 point Times New Roman font or equivalent. The paper should

have one-inch margins all around and be double spaced throughout. The paper should follow the latest edition of the APA style manual.

## **Required Texts**

Brown, M. C., II. (2000). *Organization and governance in higher education* (5<sup>th</sup> ed.). ASHE Reader Series. Boston: Pearson Custom Publishing.

Kenneth P. Mortimer, Colleen O'Brien Sathre (2007). *The Art and Politics of Academic Governance: relations among Boards, Presidents, and Faculty*. ACE/ Praeger Series on Higher Education. Westport, Ct., Praeger Publishers.

Readings on Angel, Electronic Reserve, and Course CD as assigned (\* = Recommended Readings).

***The following texts are recommended and would make an excellent addition to your library:***

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

Bolman, L. G., & Deal, T. E. (2008). *Reframing organizations* (4th ed). San Francisco: Jossey-Bass. (*Note: This book provides an excellent overview of org theory*)

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**COURSE OUTLINE**

**I. Introduction (January 9)**

- A. Discuss course syllabus
- B. Review course requirements and expectations
- C. Set up research assignments (i.e., sign up literature search)
- D. Discuss Plagiarism and method of citation.
- E. Discuss historical evolution of Higher Education Institutions

Roger L. Geiger (2005). The Ten Generations of American Higher Education. (Ed.) Philip Altbach, Robert O. Berhdahl, and Patricia Gumpert. *American Higher education in the Twenty-First Century: Social, Political, and Economic Challenges*. Baltimore, Johns Hopkins University Press. pp. 38-70. [Angel]

Robert Birnbaum (1988). *How colleges work: The cybernetics of academic organization and leadership*. San Francisco: Jossey-Bass. Chapters 1 & 2.[angel]

**II. Diversity of Institutional Types – Organization and Structure (January 16)**

*United States higher education is made up of diverse set of institutional types with a variety of missions that impact institutional history, culture, decision making, student enrollment and faculty work. Understanding these differences enhance your assessment of higher education research and scholarship. This section explores the evolution of institutional types in the United States and the classification scheme used in the field.*

A. ***Institutional Diversity and Evolution***

Carnegie Classification: <http://www.carnegiefoundation.org/classifications/>. Classification system defined: <http://www.carnegiefoundation.org/classifications/index.asp?key=791> [Angel]

Jason Lane (2005). Politics of Mission Creep: A framework for understanding the phenomena. Paper presented at ASHE Conference 2005. [angel]

Robert M. Hendrickson & Jeffery P. Bartkovich (1986). "Organizational Systematics: Toward a Classification Scheme for Post-Secondary Institutions," pp. 303-324 in *Review of Higher Education*, Vol. 9. [electronic reserve]

**III. Federal Influence (January 23)**

*The constitutional role of the federal government in education and the historical evolution of federal involvement in higher education will be reviewed. Current federal policies involving regulation, student aid, and research funding and the legislative and lobbying activities that impact federal policy will be explored.*

A. ***Historical***

Janet C.Kerr. (1984). "From Truman to Johnson: Ad Hoc Policy Formulation in Higher Education," *Review of Higher Education*, 8(1), 15-54. [electronic reserve]

Lawrence E. Gladieux, Jacqueline E. King, and Melanie E. Corrigan. (2005). The federal government and higher education. (Ed.) Philip Altbach, Robert O. Berhdahl, and Patricia Gumpert. *American Higher education in the Twenty-First Century: Social, Political, and Economic Challenges*. Baltimore, Johns Hopkins University. pp. 163-197. [electronic reserve]

B. ***Regulation***

\* Walter Hobbs (1972). (Ed.) *Government Regulation of Higher Education*. Cambridge, MA: Ballinger.

\* Rosenzweig & Turlington (1982). *The Research University and Their Patrons*. Berkeley: University of California.

#### **IV. State Involvement in Higher Education (January 30)**

*The dominant role of states in the U.S. higher education system and the diversity of structure and statewide coordination are identified.*

- Kenneth P. Mortimer, Colleen O'Brien Sathre (2007). The world is changing faster than the governance structure (Chapter 1, pp. 1-20). *The Art and Politics of Academic Governance: Relations among Boards, Presidents, and Faculty*. ACE/ Praeger Series on Higher Education. Westport, Ct., Praeger Publishers. [text]
- Aimes C. McGuinness, Jr. (2005). The States and Higher Education. (Ed.) Philip Altbach, Robert O. Berdahl, and Patricia Gumpert. *American Higher education in the Twenty-First Century: Social, Political, and Economic Challenges*. Baltimore, Johns Hopkins University. pp. 198-225. [electronic reserve]
- David W. Leslie and Robert O. Berdahl. (2008). The politics of Restructuring higher education in Virginia: a case study. *The Review of Higher Education*, 31:3 pp. 309 – 328. [ electronic reserve]
- \*Robert Berdahl . "Shared Governance and External Constraints," pp. 217-224. [ASHE Reader]
- \*Ellen R. Chaffee (1985) . "Three Models of Strategy," reprint from *The Academy of Management Review*, Vol 10 No. 1. Marvin W Peterson (Ed) *Organization and Governance in Higher Education (4<sup>th</sup> Edition)*. Simon & Schuster Custom Publications, Needham Heights, Ma. pp. 225-238. [Angel]
- \*James C. Hearn, Michael K. McLendon, and Leigh Z. Gilchrist (2003). Governing in the Sunshine: The Impact of State Open-Meetings and Record Laws on Decision-Making in Higher Education. USC Website Report. [Angel]
- \*Kenneth P. Mortimer & T.R. McConnell. (1982). *Sharing Authority Effectively*, Jossey-Bass, San Francisco, Chapters 7 & 8, pp. 189-240. [Angel].

#### **V. External Influences (February 6)**

*There are a vast number of private voluntary associations and compacts that have significant impact on federal, state, and institutional policy. This section studies the role and function of these organizations.*

- Fred F. Harclerod and Judith S. Eaton (2007). The hidden hand: external constituencies and their impact. (Ed.) Philip Altbach, Robert O. Berdahl, and Patricia Gumpert. *American Higher education in the Twenty-First Century: Social, Political, and Economic Challenges*. Baltimore, Johns Hopkins University. pp. 253-283. [angel]
- Kim Cameron. (1989). "Organizational Adaptation and Higher Education," reprint *Journal of Higher Education*. Vol 55, April/ May ASHE Reader, pp. 273-286. [Text]

#### **VI. Institutional Boards as Boundary Spanners (February 13)**

*Institutional Boards legally hold the authority to govern a College or University. How they use and delegate that authority and the role they play in the spanning environmental boundaries is emphasized in this unit.*

- Kenneth P. Mortimer, Colleen O'Brien Sathre (2007). The Board: Where does it fit in the art of academic governance (Chapter 3 pp. 39 – 54) *The Art and Politics of Academic Governance: relations among Boards, Presidents, and Faculty*. ACE/ Praeger Series on Higher Education. Westport, Ct., Praeger Publishers. [text]
- \*J.L. Zwingle (1979) "Effective Trusteeship: Guidelines for Board Members." Reprint from *Guidelines for Board Members*. Association of Governing Boards of Universities and Colleges, Washington, D.C. Robert Birnbaum. (ed) *ASHE Reader in Organization and Governance in Higher Education (3<sup>rd</sup> Edition)*. Ginn Custom Press, Lexington, Ma. [electronic reserve]
- \*Robert E. Cleary (1969), "Trustee-President Authority Relations." Reprint *Educational Record*. Vol. 60. Robert Birnbaum (ed) *ASHE Reader in Organization and Governance in Higher Education*. Ginn Custom Publishing pp. 227- 236. [angel].
- \*Robert Birnbaum (1983). "Systems Arguments for Diversity," *Maintaining Diversity in Higher Education*. Jossey – Bass, Inc. San Francisco pp19 -39. [Electronic Reserve]
- \*E.D. Duryea (2000). "Evolution of University Organizations," ASHE Reader, pp. 3-15. [Text]

**Association of Governing Boards of Colleges and Universities:** <http://www.agb.org/>

**Class Assignment:** Read the following case study and write a letter/memo to the university president. Be prepared to discuss the case in class.

*Case Study 1:* Higerson & Rehwaldt, "An Attempt to Finesse," from Complexities of Higher Education Administration. [electronic reserve]

## **VII. Leadership, Management, and Administrative Style (February 20)**

*This unit explores the literature on leadership and management and is designed to help students understand their own leadership style.*

### **A. Assessing Your Style**

Hersey & Blanchard, *Management of Organizational Behavior*, Chapters 3, 4, and 7. [e]

### **B. Developing and Changing Your Style**

Robert Birbaum, (2000). "The Life Cycle of Academic Management Fads." *The Journal of Higher Education* 71(1), 1-16. [e]

Jeffery Pfeffer (1977). "The Ambiguity of Leadership," reprint *Academy of Management Review*. Vol. 12, No. 1. Christopher Brown (Ed) *Organization & Governance in Higher Education (5<sup>th</sup> Edition)*. Pearson Custom Publishing. Boston, Ma. pp. 205-213. [Text]

David D Dill, (1984). "The Nature of Administrative Behavior in Higher Education," reprint *Educational Administration Quarterly*. Vol. 20 No. 3. Christopher Brown (Ed) *Organization & Governance in Higher Education (5<sup>th</sup> Edition)*. Pearson Custom Publishing. Boston, Ma. pp. 92-110. [Text]

\*Dressel, *Administrative Leadership: Effective and Responsive Decision Making, in Higher Education*. Jossey-Bass, 1981.

## **VIII. The College Presidency (February 27)**

*Research on the leadership and governance roles of the President in relationship to the Board of Trustees, the administration, faculty, alumni, and the public is explored.*

Kenneth P. Mortimer, Colleen O'Brien Sathre (2007). President/provost governance relations (Chapter 5 pp. 75-90). *The Art and Politics of Academic Governance: relations among Boards, Presidents, and Faculty*. ACE/ Praeger Series on Higher Education. Westport, Ct., Praeger Publishers.

Estella Bensimon. "The Meaning of 'Good Presidential Leadership': A Frame Analysis," *ASHE Reader*, pp. 421-431. [Text]

William Tierney, "Symbolism and Presidential Perceptions of Leadership," *ASHE Reader*, pp. 223-231. [Text]

\*Paul F. Sharp. (1984). "American College Presidents since World War II," *Educational Record*, 65:11-16, [electronic reserve]

\*Robert Birnbaum. (1992). "Myths and Mysteries of Academic Leadership." *How Academic Leadership Works: Understanding success and failure in the college presidency*. Jossey-Bass, San Francisco. pp. 24-47 [e]

\*Robert Birnbaum. (1992). "Why Presidents Succeed or Fail". *How Academic Leadership Works: Understanding success and failure in the college presidency*. Jossey-Bass, San Francisco. pp. 89-104 [e]

\*Fisher (1983). *Power of the Presidency*. New York: MacMillan,

## **IX. Academic Management and Governance (March 12 -19)**

*The mission of Colleges and Universities is to deliver academic programs to the public. The shared governance between academic administrators and faculty to full this mission is the focus of this unit.*

- Kenneth P. Mortimer, Colleen O'Brien Sathre. (2007). Governance of programs and the curriculum (chapter 4 pp. 55 – 73). *The Art and Politics of Academic Governance: relations among Boards, Presidents, and Faculty*. ACE/ Praeger Series on Higher Education. Westport, Ct., Praeger Publishers. [text]
- Kenneth P. Mortimer, Colleen O'Brien Sathre. (2007). Shared governance, politics, and the role of senates and unions (chapter 2 pp. 21 – 38). *The Art and Politics of Academic Governance: relations among Boards, Presidents, and Faculty*. ACE/ Praeger Series on Higher Education. Westport, Ct., Praeger Publishers. [text]
- Daniel Wheeler et al. (2008). Chapter 11: Adapt to Funding and Resources Challenges (pp. 189-208). *The Department Chair's Handbook*. San Francisco: Jossey Bass. [Angel]
- \*James T. Minor. (2004). "Understanding Faculty Senates: Moving from Mystery to Models, *Review of Higher Education* 27(3), 343-363. [Angel]
- \*Frank Kemerer & Victor J. Baldrige. (1981). "Senates and Unions: Unexpected Peaceful Coexistence." Reprint *Journal of Higher Education*. Vol. 52, May/June. Robert Birnbaum (ed) . *ASHE Reader in Organization and Governance in Higher education*. Ginn Custom Publishing, Lexington, Massachusetts pp. 296 – 302 [electronic reserve]
- \*W. Hal Knight & Michael C. Holen, "Leadership and Perceived Effectiveness of Department Chairpersons," *Journal of Higher Education*, 56:677-690, 1985. [Angel]
- \*Kenneth R. Mortimer & T.R. McConnell. (1982). *Sharing Authority Effectively*, Chapters 4, 5, and 10. San Francisco: Jossey-Bass. [Angel]
- \*Robert Birnbaum. (1989). "The Latent Organization of Academic Senates," reprint *Journal of Higher Education*. Vol. 60, no. 4 Marvin W. Peterson (ed) *Organization and Governance in Higher Education*. Simon & Schuster Custom Publishing, Needham Heights, Ma. pp. 195-207. [Angel]
- \*Bennett, *Managing the Academic Department: Cases and Notes*. New York: American Council on Education.

## **X. Faculty Personnel Issues (March 26 – April 2)**

*Faculty deliver academic programs and are pivotal to fulfilling the institutional mission. Research on faculty work and employment issues that facilitate effective teaching and learning, scholarship, and research are explored.*

### **A. Academic Freedom**

American Association of University Professors, "1999 Recommended Institutional Regulations on Academic Freedom and Tenure." [Electronic Reserve]

### **B. Rank, Promotion and Tenure**

Burton Clark (1963). "Faculty Organization and Authority," Christopher Brown (ed). *Organization and Governance in Higher Education (5<sup>th</sup> Edition)*, pp. 119-127. [Text]

R. Eugene Rice & Ann F. Austin (1988). "High Faculty Morale: What Exemplary Colleges Do Right," reprint *Change: The Magazine of Higher Learning*. Marvin W. Peterson (ed). *Organization and Governance in Higher Education (4<sup>th</sup> Edition)* Simon & Schuster Custom Publishing, Needham Height, Ma. pp. 208-216. [Angel].

\*Hendrickson, "Faculty Employment Issues" and "The Quest for Equity in Employment in Higher Education," pp. 23-85 in *The Colleges, Their Constituencies, and the Courts*. Topeka, KS: NOLPE, 1991.

\*Hendrickson & Lee, "Academic Employment and Retrenchment: Judicial Review and Administrative Action," ASHE-ERIC Higher Education Report #8. Washington, DC: ASHE.

**Class Assignment:** Read the following case study and write a five-page essay analyzing the case study. Be prepared to discuss the case in class.

**CASE STUDY 2: "Mirror, Mirror on the Wall."** [electronic reserve]

## **XI. Student Affairs and Student Development (April 9)**

*Research on student learning emphasizes the importance of extra classroom experience. This unit explores the role and functions of student affairs and*

*student development as the theoretical perspective guiding student affairs administrators.*

- **Handout “Budget Exercise”**

Brenda Lutovsky and Robert Reason (2006). *History and Structure of Student Affairs in the United States*.  
Module in Institutional Research on line certificate program through Penn State On Line [ Angel]

XII. **Human Resources and Administrative Support Areas (If Time is available)**

*The management of support service to operate the University is explored in this unit.*

- **Take Home Final Paper Distributed**

A. **Retirement**

B. **Fringe Benefits**

1. Health Insurance
2. Life Insurance
3. Unemployment Compensation

XIII. **Decision Making and Leadership: An Overview (April 16)**

- **“Budget Exercise” Due**

Kenneth P. Mortimer, Colleen O’Brien Sathre (2007). In defense of shared governance (chapter 7 pp. 111-128). *The Art and Politics of Academic Governance: relations among Boards, Presidents, and Faculty*. ACE/ Praeger Series on Higher Education. Westport, Ct., Praeger Publishers. [Text]

*Case Study presentation to be Announced*

XIV. **Strategic Planning and Budgeting (April 23)**

- **Take Home Final exam due at beginning of last class**

*It is essential that Colleges and Universities in this rapidly evolving environment develop strategic plans to effectively utilize finite resources’. Understanding the planning process in a shared governance organization and the link to resource allocation is critical to effective leadership.*

Kenneth P. Mortimer, Colleen O’Brien Sathre (2007). The governance of strategic planning (chapter 6 pp. 91-110 *The Art and Politics of Academic Governance: relations among Boards, Presidents, and Faculty*. ACE/ Praeger Series on Higher Education. Westport, Ct., Praeger Publishers. [Text]

Christopher C. Morphew & Bruce D. Baker, (2004). “The Cost of Prestige: Do New Research I Universities Incur Higher Administrative Costs” *Review of Higher Education* 27(3), 365-384. [Electronic Reserve]