Instructor: Derek Lester, PhD
Office Location: Universities Center at Dallas; 1901 Main Street, Suite 430; Dallas, TX 75201
Office Hours: Monday, 9am - 5pm; Wednesday & Thursday, Noon to 5pm; and by appointment
Office Phone: (206) 407-9904
Office Fax: (214) 915-1903
University Email Address: Derek.Lester@tamuc.edu

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:
Textbook(s) Required:

Course Description:
Three semester hours. This course will examine organizational theories, models, policies, and cultures; external and internal governance and management processes; leadership theories and practices; and critical roles and responsibilities affecting a variety of college and university administrative and instructional units.

Student Learning Outcomes:
Upon completing this course, each student will:
1. Describe organizational models and critical work processes present at the state and institutional level.
2. Explain various state and institutional governance processes related to higher education.
3. Gain understanding of different types of state higher education systems.
4. Gain understanding of state higher education system governance.
5. Understand organizational metaphors--and their associated characteristics--that help explain higher education systems and institutions.
6. Understand the basic organizational arrangements that colleges employ to deliver instruction or services.
7. Identify the roles and responsibilities of leaders at colleges, universities, and higher education systems.
8. To understand the issues and challenges that face university and college leaders.
9. The student will develop their knowledge and understanding of the content through projects, in-class discussions, and presentations.
COURSE REQUIREMENTS
Instructional / Methods / Activities Assessments

Reading Commentary and Questions
Students will write a 2-page reflection for each chapter of the Morgan and Ehrenberg texts. Reflections may be on any topic addressed in the reading. Reflections are due the day of the class discussion for the related chapter.

Group Paper and Presentation of Higher Education Organization
Groups of three to four will write a 5-page paper and present the findings in-class. The purpose of this group assignment is to define the organizational arrangement of a state level university/college system. Work as a group to define the organizational arrangement of state level higher education institutions. Groups will outline the organizational structure of the California system, The Texas Higher Education Coordinating Board, or one of the Texas university systems. Groups may choose to examine university systems in Texas, such as the Texas A&M University System, or the California Master Plan for Higher Education. Texas and California will be examined because of the influence that the two most populous states have on the rest of the country.

California Systems.
For the group that evaluates the California system, identify how the California Master Plan for Higher Education defines the relationship among each of the UC, CSU, or the Community College systems, to each other, The Board of Regents, and to the executive and legislative branches of the California state government.

Texas Systems.
For the groups that choose to evaluate Texas systems, review the organization structure for the A&M, UT, or UNT systems. Be sure to include the systems’ relationship with the Texas Higher Education Coordinating Board, and to the executive and legislative branches of the Texas state government.

Texas has six university systems and 50 public community college districts. A group may choose to examine one of the following systems:
- A&M System
- UT System
- UNT System
- Texas State University System
- Texas Tech University System
- University of Houston System
- Or a Texas Community College District.

For those groups who outline the Texas A&M/UT/UNT System Board of Regents, include the following information in the paper and presentation:
- Role of the Board of Regents
- Relationship of the system/BOR to the Texas Higher Education Coordinating Board
- Relationship of the system/BOR with the Governor
- Relationship of the system/BOR with the Legislature
If a group outlines the Texas Higher Education Coordinating Board, include the following information in the paper and presentation:

Outline the relationship of the board with:

- The State Legislature
- Governor
- Relationship with individual university systems

Project Elements

Paper Format.

- Five page final draft.
  - Supply a brief history of the university system.
  - Describe the organizational units.
  - Outline the hierarchy.

Presentation Format.

- Power Point Presentation with 5-7 slides
- Ten to twelve minute presentation.
  - Brief history of the system.
    - Organizational structure
    - Goals for organization

Groups’ paper and presentation are due September 12, the third week of class.

Individual Organization/Metaphor Paper and Presentation

The major paper/project for the class is an individual paper and presentation that will be a synthesis and application of organizational and governance content as it applies to a descriptive and/or explanatory model of an organization's behavior. The individual paper will have two parts. The first part will contain the synthesis an organizational metaphor and a description an academic organizational/governmental unit. The second part of the paper will be an application of the metaphor to the organizational unit. The governmental/organizational unit is of the students’ choosing. Any college or university unit may be examined: academic, student services, development, financial aid; Or, any governmental organization maybe researched: state coordinating boards, state systems, individual university or college board of regents, state or federal legislative or executive branches, federal financial aid, NGO’s, or any other instructor approved governmental unit. The organizational metaphor used in the paper may be any one of the metaphors described in the Morgan text.

Three paper drafts will be submitted for review: first, second, and final draft. The first two drafts will help the student and professor focus the paper content and improve writing. Grading for the first two drafts will be liberal, as the goal for these drafts is for the student to focus the work, and for me to see progress and refinement of a concept. The final draft will be diligently graded.

Each student will deliver a 12-15 minute presentation either October 3 or October 10. The presentation content will follow the paper sections. Presentation format may be creative (such as videos or audience participation), but the majority of the time must be dedicated to delivery of the paper’s content. The instructor will supply time for audience questions at the end of each presentation.

Paper Required Elements

First Draft.
• Two page proposal. (2-page)
  o Specifically identify the organizational unit to be studied.
  o Include a bibliography of 5 resources. Official websites (college or governmental), newspapers, magazines, peer reviewed literature.

Second Draft.
• Five page second draft. (5-page)
  o Four pages of text that outline the organization unit. (4-pages)
  o One page (or more) description of an organizational metaphor (or thoughts toward the use of a metaphor) (1-page)

Final Draft.
• Twelve to thirteen page final draft. (12-13 page)
  o Unit Description. (4-5 pages)
  o Metaphor Description. (2-3 pages)
  o Application of metaphor to explain the organization and the organizational behaviors, changes, or outcomes. (5-6 pages)

Paper Presentation.
• Power Point Presentation with 5-7 slides
• Twelve to fifteen minute presentation.
  o Five minutes to describe the organization
    - Organizational structure
    - Goals for organization
  o Three minutes to describe metaphor
  o Five to seven minutes to apply metaphor to organization

Web-Enhanced Projects
Reading Logs (On-line journals)
• Submit a two-page summary for each assigned chapter, with three questions/comments, for each reading. Post the article summaries and questions into the journal. Article summaries are posted under the Journal section because the reading and processing of ideas is a personal and contemplative experience. Each of the assigned readings deserves your time and calm, reflective thought. As doctoral students, the thoughtful processing of ideas is your main goal as you prepare to write a dissertation. Please enjoy this journaling process as you read and absorb this content.

Discussion post
• For each posted discussion questions, respond with two comments or questions to either the original question or to a colleague’s comment/question. The purpose of on-line discussion posts is to help facilitate the understanding of the material before the class period. Discussion posts will and to the depth of discussions during the in-class period because of the additional time in thought and conversation outside of class.

Final Exam
The final exam will be a cumulative exam of the Morgan and Ehrenberg text. The examine will be take home, distributed the last class meeting on October 10. Students will submit the test into the eCollege dropbox the final day of the course, October 12.

**Attendance Policy**
Class attendance is an integral part of the educational process. Students who miss class miss out on the dialectic process of exchanging ideas with the instructor and colleagues. One absence will not affect a student’s grade. A second absence will result in a 10% reduction of the total course grade. The third absence will result in a failing grade for the course.

**Participation**
Ten percent of the total course grade is dependent on individual students’ class participation. Every student is expected to contribute to class discussion every class period. One point is earned per day.

**Writing Requirements**
All papers are to follow APA format guidelines. Begin papers with an APA title page. Font is to be 12 point, New Times Roman, double-spaced. Normal margins: one inch left, right, top, and bottom. Secure the paper with one staple in the top left corner. No folders please.

Written assignments will be graded according to the following criteria:

- Completeness of response to the assignment: 55% of grade
- Organization and coherence: 30% of grade
- Appropriate grammar, punctuation, spelling: 10% of grade
- Use of disciplinary format and citation style: Paper displays correct use of student’s disciplinary format and citation style (APA, 6th Edition) for papers submitted for presentation or publication. Non-cited statements within a paper will result in a loss of points in accordance with the 5% earned for APA format and citation: 5% of grade

**Grading**

- Group Presentation (20%)
  - Summation of main ideas/points – 10 minutes
  - Discussion of an article, with 5 questions (outline analysis, synthesis, context, application) – 20 minutes
  - Write-up of main points and discussion questions, 2-3 pages
- Research Paper (35%)
  - Proposal: 2-pages (Research paper topic, sources) (2%)
  - 2nd Draft: 5 pages (Outline of….) (5%)
  - 15-page research paper (18%)
  - Presentation (10%)
- 2-page commentary and 3-5 questions/comments of EACH week’s assigned chapters, 1 pt. each chapter commentary. (15%)
- Exam (20%)
- Participation (10%)

**Grading Scale**

- A = 4.0 = 90-100%
- B = 3.0 = 80-89%
- C = 2.0 = 70-79%
- D = 1.0 = 65-69%
- F = 0.0 = <65%
TECHNOLOGY REQUIREMENTS

Some course assignments and internet-based research are required in this course. A computer, smartphone, or tablet with Internet access will be needed to complete some assignments. A wireless connection is available to students on campus. Computers are available for student use in the Gee Library, campus, and UCD computer labs. For more information concerning library or campus computer labs, visit http://www.tamu-commerce.edu/library/

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:
Email me at Derek.Lester@tamuc.edu. I will reply to emails within 48 hours. Use only your TAMU-Commerce email when communicating with me. I may also be reached on my cell phone: (206) 407-9904.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Respect Differing Views
As with all graduate courses, this course deals with ideas. Please be respectful of individuals with ideas and beliefs that differ from your own. If you disagree with someone then ask him or her why they believe as they do, and then listen to the answer. People can have complex reasoning for what is seen as, on the surface, a simple idea. Only civil and even-tempered discussions will be permitted in class.

Academic Honesty
Plagiarism within an assignment will result in a failing grade for that assignment. I expect all assignments for this course to be original works produced specifically for this course. At the instructor’s discretion, if the plagiarism may have been accidental, an assignment may be redone for a maximum grade of 80% of the original total.

Work produced, whether in part or in whole, from assignments for other courses will not be accepted for credit.

Technology Use
Personal use of computers, cell phones, or tablets is not permitted during the class session.

Late Assignments
An electronic and hard copy of each assignment is due at the beginning of class. Electronic copies must be emailed to my TAMU email address. Hard copies will be handed in at the beginning of class. Late assignments will lose one letter grade (10%) per day late. The measurement of days ends at 11:59pm the following day of class. A new day begins at Midnight (12 am) at continues to 11:59 pm. Late assignments may be turned in via email.

Examination Policy
Exams are timed and closed book.
Religious Holidays Policy
Reasonable accommodation will be given to students who require class absences because of religious holidays. However, the attendance policy is still in effect.

Writing Center
Students are encouraged to visit the A&M-Commerce Writing Center for writing assistance. Visit the website at: [http://web.tamu-commerce.edu/academics/colleges/humanitiesSocialSciencesArts/departments/literatureLanguages/writingCenter/default.aspx](http://web.tamu-commerce.edu/academics/colleges/humanitiesSocialSciencesArts/departments/literatureLanguages/writingCenter/default.aspx)
Also, I am available to help with the writing process during office hours and by appointment.

University Specific Procedures:
Students with Disabilities:
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

**Office of Student Disability Resources and Services**
Texas A&M University-Commerce
Gee Library
Room 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
[StudentDisabilityServices@tamu-commerce.edu](mailto:StudentDisabilityServices@tamu-commerce.edu)
**Student Disability Resources & Services**

Student Conduct
All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See [Code of Student Conduct from Student Guide Handbook](#)).
### COURSE SCHEDULE FOR SUMMER I 2012

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 29</td>
<td>Introductions</td>
<td>Syllabus</td>
</tr>
<tr>
<td></td>
<td>Review Assignments</td>
<td>Group Assignment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Papers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Presentations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Exam</td>
</tr>
<tr>
<td></td>
<td>Web-Enhanced</td>
<td>Discussion Posts and Journal</td>
</tr>
<tr>
<td></td>
<td>Mini Lecture on Morgan</td>
<td>Chapter 1</td>
</tr>
<tr>
<td></td>
<td>Thoughts on University and College Governance</td>
<td></td>
</tr>
<tr>
<td>September 5</td>
<td>Morgan</td>
<td>Chapter 2 &amp; 3</td>
</tr>
<tr>
<td></td>
<td>Ehrenberg</td>
<td>Chapter 1 &amp; 2, P. 1-6,</td>
</tr>
<tr>
<td></td>
<td>Web-Enhanced Assignments</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Proposal Draft Due</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Group Project Progress</td>
<td></td>
</tr>
<tr>
<td>September 12</td>
<td>Morgan</td>
<td>Chapter 4</td>
</tr>
<tr>
<td></td>
<td>Ehrenberg</td>
<td>Chapter 3</td>
</tr>
<tr>
<td></td>
<td>Web-Enhanced Assignments</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Group Presentations</td>
<td></td>
</tr>
<tr>
<td>September 19</td>
<td>Morgan</td>
<td>Chapter 5 &amp; 6</td>
</tr>
<tr>
<td></td>
<td>Ehrenberg</td>
<td>Chapter 4 &amp; 5 p. 91-102</td>
</tr>
<tr>
<td></td>
<td>Web-Enhanced Assignments</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Second Draft Due</td>
<td></td>
</tr>
<tr>
<td>September 26</td>
<td>Morgan</td>
<td>Chapter 7 &amp; 8</td>
</tr>
<tr>
<td></td>
<td>Ehrenberg</td>
<td>Chapter 7 &amp; 9, p. 235-257</td>
</tr>
<tr>
<td>October 3</td>
<td>Web-Enhanced Assignments</td>
<td>Chapter 10 &amp; 11</td>
</tr>
<tr>
<td></td>
<td>Final paper Due October 7, 11:59pm</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student Presentations</td>
<td></td>
</tr>
<tr>
<td>October 10</td>
<td>Student Presentations</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Term Papers Returned</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Final Exam (To be returned via eCollege 10.12.12)</td>
<td></td>
</tr>
</tbody>
</table>
Additional Readings


**Journals and periodicals (to name a few):**

*Academy of Management Review*

*Administrative Science Quarterly*

*American Journal of Sociology*

*American Sociological Review*

*Economics of Education Review*

*Educational Policy*

*Higher Education: Handbook of Theory & Research*

*Journal of Higher Education*

*Review of Higher Education*

*Research in Higher Education*

*Sociology of Education*
Books and Chapters
Morgan Ch 1: Introduction *
Morgan Ch 2: Organization as Machines
Morgan Ch 3: Organization as Organisms
Morgan Ch 4: Organization as Brains
Morgan Ch 5: Organization as Cultures
Morgan Ch 6: Organizations as Political Systems
Morgan Ch 7: Organization as Psychic Prisons
Morgan Ch 8: Organization as Flux and Transformation
Morgan Ch 9: Organization as Instruments of Domination
Morgan Ch 10: The Challenge of Metaphor
Morgan Ch 11: Reading and Shaping Organizational Life

Ehrenberg, Governing Academic
(Student led discussions?)
Ehrenberg Ch 1: Freedman, Presidents and Trustees *
Ehrenberg Ch 2: Hermalin, Higher Education Boards of Trustees *
Ehrenberg Ch 3: Heller, State Oversight of Academia *
Ehrenberg Ch 4: Lohmann, Darwinian Medicine for the University *
Ehrenberg Ch 5: Hammond, Herding Cats (Maybe)
Ehrenberg Ch 6: Wilson, Tiebout Competition v. Political Competition (No, too technical)
Ehrenberg Ch 7: Kaplan, How Academic Ships Actually Navigate *
Ehrenberg Ch 9: Pusser & Turner, Nonprofit and For-Profit Governance * p. 235-257
Ehrenberg Ch 10: The Rise of Nonlegal Legal Influences on Higher Education
Ehrenberg, Conclusion: Looking into the Future

* =Assign