ELMP 9993 NB, Spring 2019  
Organization and Governance in Higher Education  
Monday, 5:00-7:10 PM  

Syllabus (version 1.0)  
Last updated December 18, 2018

Contact Information  
Instructor: Robert Kelchen  
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Office Hours: Monday 2-4:30 or by appointment  
Course materials: Blackboard

Course Description  
This course will serve as an introduction to the field of higher education organization and governance. By the end of this semester, students will be expected to have a working knowledge of organizational and systems theories, intergroup relations, and the implications of different governance structures. It is my goal that the material covered in this course will improve your knowledge of the higher education system and advance your work as a practitioner, researcher, or teacher.

Course Expectations  
Attendance and Class Participation: Students are expected to attend and participate in each class during the course of semester. Although there is no credit given to regular attendance, it is unlikely that a student will succeed in the course without attending class. I recognize that many of your schedules are extremely busy and that a class may be occasionally missed, so please let me know in advance if you will be unable to attend. I am also happy to patch you into class via Blackboard Collaborate if you are out of town—just let me know if that works for you.

There is also a strong likelihood that we will have at least one class via Blackboard Collaborate due to the possibility of winter weather and the unpredictability of my travel schedule. If the university is closed for a snow day, we will still have class via Collaborate at 5:00 unless there are significant power outages. (The lecture will be recorded so people can watch later if needed, and this will not affect grades since they are not based on attendance or class participation.) If I happen to be stuck in a meeting or on a delayed flight right at 5:00 on a Monday, I will record a lecture and hold extra office hours to compensate.

Office Hours: I hope that everyone in the class meets with me on a one-on-one basis at least once during the semester to discuss course assignments and your goals for the class and graduate
study. Appointments are not necessary during regular office hours, but are encouraged to avoid a potential wait. I am happy to arrange alternative office hours, either in person or via video (Skype/Google Hangout/Blackboard Collaborate), if the regular office hours do not work for you.

**Communications:** I will use both Blackboard and e-mail to communicate important course messages. E-mails will be sent to your SHU account so I can guarantee that they are received. I typically respond to student e-mails within 24 hours (grading takes longer); if the message is urgent and you have not received a response acknowledging receipt, please send your message again.

**Higher Education News:** It is important for students throughout their graduate studies to keep up to speed with what is going on in the broader world of higher education outside of their own employer and/or Seton Hall. This helps to provide important context (or topics!) for future dissertations, helps to position students for their next job(s), and can help with that awkward small talk at professional conferences. At the very least, students should read *Inside Higher Ed* (completely free) and *The Chronicle of Higher Education* (all articles are free through the library’s proxy server) on a regular basis; both outlets have daily newsletters. Social media can also be a great way to connect with relevant people and keep up with the news, and I am happy to chat with any students interested in dipping a toe into those waters.

**Academic Integrity:** All students are expected to maintain high standards of academic integrity. All completed assignments must be original work for this course, must consist of original ideas and writing, and must include appropriate citations of others’ ideas. Your written work may be electronically tested for plagiarized content. As a student in this course, you are responsible for knowing and adhering to the spirit of University and ELMP policies regarding academic integrity and student conduct. Please contact me immediately if you have any questions about the academic integrity policy or if you are concerned about some of your writing inadvertently being considered plagiarism. It is far better to ask questions upfront than face a penalty later in the semester.

**Department of ELMP – Cheating and Dishonesty**

**I. Statement** — The Department of ELMP will not tolerate any form of academic dishonesty. Infractions will be appropriately penalized; students should understand that suspension or expulsion from the University is a possible result.

**II. Definitions** — “Academic Dishonesty” shall be understood to encompass at least the following:

*Cheating* — whether on tests or on other course assignments, whether by the giving, receiving or taking of information.
Plagiarism — stealing and/or passing off as one’s own the ideas or words of another; using without crediting the source. It includes: (1) copying of text/research/assignments; (2) using someone else’s papers/research/assignments without permission and citation; (3) representing as one’s own work what is really the work of another person. This includes downloading from WEB sources.

III. Penalties:

1. A student determined to be cheating on any test or who plagiarizes on a course assignment will be appropriately penalized at the discretion of the instructor. This may include receiving a zero on the assignment or “F” for the course.

2. Notice that a student has cheated or plagiarized will be sent to the department chair. All cases of plagiarism resulting in an “F” for the course will be reported to the Dean. This can result in a recommendation to the Dean for suspension or expulsion from the university.

3. If the chair of the ELMP department finds that a student has been found to have committed acts of academic dishonesty in more than one ELMP course, the student is expelled from the ELMP program after due notice of the discovery. After one year, the department may rescind the expulsion upon the application of the student provided the student evidences a genuine, informed, and vigorous commitment to academic integrity to the satisfaction of the department’s faculty as a whole.

4. All department or instructor actions resulting from suspected violations of this policy will be taken in accordance with the students’ due process rights. Nothing in this policy statement shall be construed to preclude the department from taking appropriate disciplinary action against forms of academic dishonesty not stipulated here.

Services: Disability Support Services offers services to students with disabilities to facilitate their full participation in all campus activities in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. The office provides documentation review, reasonable accommodations, training groups, resource materials and referrals. For more information, see [http://www.studentaffairs.shu.edu/dss/](http://www.studentaffairs.shu.edu/dss/)

Course Evaluation and Assignments

Weekly Reflection Papers (10% of final grade): You will be expected to write a short reflection paper (one page, single-spaced is sufficient) each week there are course readings. In the reflection paper, pick one or two key themes out of the readings and connect them to your personal/professional experiences or key higher education policy debates. Please include a mention of which reading you are referencing, as well as any outside sources.
The papers will be due at 11:59 PM on the Sunday evening preceding each Monday class and must be submitted via Blackboard. Reflection papers will be graded on a 0-10 scale, with full credit given to well-written analyses that tie the readings to practice or policy. Only the highest eight scores will count toward your final grade.

**Midterm Assignment:** In the midterm assignment, you will choose an institution or system of higher education and describe and evaluate its organization and governance structures. You must choose an institution other than Seton Hall University, your current employer, or any college you have previously attended (the goal is for you to learn about something completely new). The midterm assignment should have the following components:

- **Institutional context.** Provide some background information about your institution or system. Is it public, private nonprofit, or private for-profit? What types of degrees are offered? What is its mission?
- **Organization and governance structure.** Here, I expect to see a discussion of the governance structure of the institution or system. Provide information about how the senior leadership is organized, as well as its governing or oversight bodies. For public institutions, make sure to consider any statewide coordinating or governing boards. For private institutions, consider the possibility of multiple governing boards.
- **Internal and external constituencies.** Discuss the voices and roles of various constituencies, including students, tenure-stream faculty, contingent faculty, staff members, community members, alumni, accreditors, and policymakers. What would you expect them to think of the current organization and governance structures, and why? Not all of the constituencies need to be explored in this paper, but a mix of internal and external constituencies should be discussed.
- **Your opinion on the state of the institution or system’s organization and governance structures.** Based on the course readings and your personal/professional experiences, what do you think of your selected institution or system’s current structures? There is no wrong answer to this question, but I do expect responses to be supported with theoretical justifications and examples from actual cases. Would different constituencies be likely to agree with your opinion? Why?

The midterm paper should be between 10 and 15 double-spaced pages in length (excluding tables and references) in standard APA format.

The grading weights and deadlines for the midterm paper are as follows:

**Paper Proposal (5%, due February 11 at 5 PM):** You will be expected to submit a one-page summary of your plans for the paper (via Blackboard), which includes the name of the institution or system to be analyzed, basic information about its organization and governance structure, and your plan for completing the paper by the deadline. Full credit will be given to proposals which are submitted on time and address the criteria discussed above. Early submissions are
encouraged, as are inquiries about potential institutions. Students may change their institution or system of focus at any time by contacting me and submitting a second paper proposal.

**Completed Paper (35%, due March 11 at 5 PM):** The final paper must be submitted by this time (via Blackboard) and should meet all of the criteria discussed above.

**Final Paper:** In the final assignment, you will design the organizational and governance structures for a brand new institution of higher education of your choosing. Your structure should be based in part on the course readings and in part on your own research during the course of the semester. Details should be drawn from multiple institutions, not just the one you examined in the midterm or colleges that you have attended/ worked at. The final assignment should have the following components:

- **Institutional context.** Provide details about the location, level (two-year or four-year, Carnegie classification), type of control (public, private nonprofit, or private for-profit), and institutional mission. Is there a particular reason why you chose this type of institution?
- **Details on the governing board(s).** How would you set up your institution’s governing board(s)? Consider issues such as: (1) How many seats would be on the board? (2) How long would terms run? (3) Who would appoint and approve members? (4) Would any seats be designated for certain stakeholders, such as students, faculty/staff, or alumni?
- **Details on the upper administration.** Who would be in charge of reporting to the president and/or trustees on certain issues?
- **Details on student, faculty, and staff voices.** Would students and staff have guaranteed voices in the decision making processes? What would the role of the faculty be? Would faculty be able to receive tenure? Would faculty, staff, and other employees have the ability to unionize?
- **Pros and cons of your proposal.** What are some arguments both for and against your proposed structure? What makes your structure better than some reasonable alternatives? What stakeholders might be likely to support your structure, and why?

The final paper should be between 10 and 15 double-spaced pages in length (excluding tables and references) in standard APA format.

The grading weights and deadlines for the final paper are as follows:

**Paper Proposal (5%, due March 25 at 5 PM):** You will be expected to submit a one-page summary of your plans for the paper (via Blackboard), which includes a summary of your proposed institution, information about its governance structure, and your plan for completing the paper by the deadline. Full credit will be given to proposals which are submitted on time and address the criteria discussed above. Early submissions are encouraged, as are inquiries about
potential structures. Students should meet with me before substantially changing their focus from the submitted proposal.

**Paper Presentation (10%, in class on April 29 and May 6):** You will give a presentation of roughly eight minutes (so we have time for discussion) to the class summarizing your proposed governance structure and the key points of your paper. Presentation dates will be randomly assigned if needed to guarantee a sufficient number of presenters each week.

**Completed Paper (35%, due May 13 at 5 PM):** The final paper must be submitted by this time via Blackboard and should meet all of the criteria discussed above.

**Notes on Papers:** Your papers will be graded in part based on the quality of writing, which includes clarity, proper formatting and citations, and correct spelling and grammar. Students are encouraged to make an appointment with the Writing Center ([http://www.shu.edu/academics/artsci/writing-center/](http://www.shu.edu/academics/artsci/writing-center/)) as soon as a draft paper is complete in order to receive feedback. All assignments must be submitted via Blackboard; please let me know immediately if you encounter any problems uploading files.

I encourage students to submit a draft of both the midterm and final papers to me several weeks in advance of the due date, and to meet with me to discuss their progress. In order for me to give feedback to all students, I ask that students only submit one draft for comments (questions on particular parts of a paper are always welcome) and that they allow at least one week for me to provide feedback.

**Presentation Guidelines:** Learning how to give an effective presentation is one of the most important skills that you can learn in graduate school. The effectiveness of a presentation is strongly correlated with the amount of preparation, so take time to practice your presentation and make sure it is as clear as possible. I strongly recommend using simple slides with large font sizes that can be easily read in the back of the classroom.

There are three course-specific requirements for presentations. First, all slideshows must be submitted via Blackboard by noon that day so it can be loaded on the computer in advance of class. Second, I request that students not use Prezi for presentations and also avoid special graphics for transitions. (My eyes cannot handle the sudden zooms and transitions of Prezi, and they make some other people dizzy.) Finally, course presentation days are designed to be interactive. Grades will be assigned based on both the quality of the presentation and the feedback you provide to other students’ presentations.

**Late Assignments:** There will be a 10% penalty assessed per day for late reflection papers, paper proposals, draft papers, or final papers unless an emergency exists. Late assignments will also receive minimal feedback. Class presentations cannot be made up unless prior arrangements have been made.
Grading Scale: The grading scale for assignments and the overall class is as follows:

- 93-100 pts - A
- 90-92 pts - A-
- 86-89 pts - B+
- 82-85 pts - B
- 78-81 pts - B-
- 73-77 pts - C+
- 70-72 pts - C
- Below 70 pts - F

Required Textbooks

Both volumes of the below book are required for this class, and are readily available online at a reasonable price. Please acquire the most up-to-date version, which is a paperback from 2012.


Additionally, the books are also available electronically through the Seton Hall library: [http://setonhall.worldcat.org/oclc/794494191](http://setonhall.worldcat.org/oclc/794494191)

These books are supplemented with other readings, all of which will be available on Blackboard. Please let me know if you have trouble accessing the files.

Schedule (subject to change)

January 14

Introduction

Discuss syllabus and deadlines

**BEFORE CLASS:** Take a version of the Myers-Briggs personality test at [http://www.16personalities.com/free-personality-test](http://www.16personalities.com/free-personality-test).

January 21: MLK Jr. Day (no class)
January 28: Introduction to higher education organization and theory

Bess & Dee (Volume 1, Chapters 1-4)


February 4: Internal constituencies


February 11: External constituencies

Midterm paper proposal due at 5 PM

Bess & Dee (Volume 1, Chapter 5)


**February 18: Organizational design and bureaucracy**

Bess & Dee (Volume 1, Chapters 6 and 7)


**February 25: Individual decisions and motivation**

Bess & Dee (Volume 1, Chapter 9; Volume 2, Chapter 5)


**March 4: Group decisions and human resources**

Bess & Dee (Volume 1, Chapter 10; Volume 2, Chapter 4)

University of Phoenix 2017 Faculty Handbook.

State University of New York 2013 Governance Handbook.


**March 11: NO CLASS (spring break), but midterm paper due at 5 PM**
March 18: Conflict, power, and politics

Bess & Dee (Volume 2, Chapters 2 and 3)


March 25: Strategic planning, goal setting, and effectiveness

Final paper proposal due at 5 PM

Bess & Dee (Volume 2, Chapters 7 and 8)


April 1: Change and leadership

Bess & Dee (Volume 2, Chapters 9-10)


April 8: Organizational accountability


April 15: The future of higher education organizations


April 22: Easter Monday (no class)

April 29 and May 6: Paper presentations

May 13, 5 PM: Final paper due