



## Master of Arts in Higher Education Program

### ORGANIZATIONAL CULTURE AND GOVERNANCE (HIED 512) EARLY FALL 2014

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**Email:** basinger@messiah.edu

**Course Dates:** Aug. 24 – Oct. 18, 2014  
**Phone:** 717- 432-3001 or 717-645-6598

#### **FACULTY AVAILABILITY**

Via forum, email, Facebook, LinkedIn, phone, text, or in-person by appointment.

I will check in on the course at least once a day during the work week (Monday-Friday) and once over the weekend (usually not on Sunday). I also am happy to communicate individually with students as needed. If you have questions about the course (assignments, dates, expectations, etc.) please post them on the General Course Forum so that everyone can benefit from the answers. If you contact me individually, my commitment is to respond to you within 24 hours.

#### **FACULTY EXPECTATIONS OF STUDENTS**

**Resources:** You will access class notes, PowerPoints, videos, and other materials that have been posted to the Resources section of the course ().

**Weekly Schedule:** On Monday morning, I will post a message to the Resources section explaining requirements for the week ahead. But don't depend entirely upon these messages. Please read through the entire course schedule so you can plan ahead for assignments. It is your responsibility to keep up with the requirements and due dates.

**Announcements:** It's important that you read the announcements every time you log in to the course. Announcements are updated regularly with important course information.

**Instructional Time:** You should plan to spend approximately 5.25 hours (on average) per week viewing PowerPoints and videos, taking quizzes, originating and responding to posts online in the Discussion Forums, and interacting with the instructor and your classmates. This is referred to as Instructional Time or IT. The 42-hour minimum of instructional time for the course is mandated by the Pennsylvania Department of Education.

**Asynchronous/Synchronous learning:** This course is presented primarily via asynchronous learning, which means you can work independently at your own pace within defined constraints/limitations. However, several drop-in synchronous conversations via Adobe Connect will be scheduled during this eight week course (see course schedule). The online conversations with the instructor will be announced at the beginning of the week and students are required to join in at least two of these sessions.

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### COURSE DESCRIPTION

This course explores how colleges and universities have historically been structured, with particular attention to the roles of faculty, administrators, and boards of trustees in institutional governance and decision-making. Students should emerge from the course understanding academic governance and how it is shaped by the interplay of institutional culture, day-to-day organizational dynamics, and external forces. The course will also serve as a catalyst for students to consider and understand the *how* and *why* of governance within the institution with which they are most familiar and where the role they fill (or hope to fill) fits within the governance structure.

### COURSE OBJECTIVES

At the conclusion of the course, students will be able to:

- Demonstrate awareness of the unique administrative, organizational, and governance issues and structures present in higher education and be prepared to skillfully operate within multiple institutional types. (1.b.)
- Demonstrate the ability to assess organizational culture in order to navigate organizational structures and demands in a manner that allows them to work effectively within them. (1.c.)
- Display capabilities for research, writing, and presentation in the investigation of specific topics, including in-depth analysis and the ability to use writing to advance matters of consequence within internal and external constituencies. (3.d.)
- Engage significant emerging issues facing higher education decision-makers. (3.c.)

### TEXTBOOK AND OTHER COURSE MATERIALS

#### Required

- Mortimer, Kenneth P. and Sathre, Colleen O'Brien (2007). *The Art and Politics of Academic Governance: Relations among Boards, Presidents, and Faculty*. Lanham, MD: Rowman & Littlefield Publishing Company in partnership with the American Council on Education.
- Book chapters, journal articles, and videos selected by the instructor. Required materials can be found in (Resource Tab).

#### Recommended

Class members are strongly encouraged to read *The Chronicle of Higher Education* and *Inside Higher Education*. Both can be accessed online.

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### MINIMUM HARDWARE AND SOFTWARE REQUIREMENTS

Internet Connection: High speed or Broadband required; Satellite Broadband not recommended due to conflicts with synchronous software; Air cards may not be used.

Browser: Mozilla Firefox 3.0 or higher (required)

Operating System Version:

- Windows® XP (recommended), or
- Windows® Vista, or
- Windows® 7, or
- MAC OS 10.4 or higher

Processor (CPU):

- Desktop Processor (CPU): Pentium 4 at 3.0 GHz or faster or
- Laptop Processor (CPU): Centrino (or Centrino Duo) 1.5 GHz or faster

Memory (RAM):

- Windows® XP: 512 MB or more; or
- Windows® Vista: 1024 MB or more; or
- MAC OS: 1024 MB or more

Hard Disk Space: 40 GB or more of free space

CD-ROM CD-RW drive (DVD or combo drive helpful)

Any Office Suite:

- MS Office 2007 or newer, or
- OpenOffice 3.1, or
- Google Docs

Webcam and headset (no speakers)

### Minimum Computer Skills Requirements

Students must possess basic computer skills and have regular access to a computer with the Minimum System Requirements in order to participate fully. Specifically, students who enroll in an online course must have basic computer skills including:

- Familiarity with word processing, specifically Microsoft Office (Word and PowerPoint)
- Experience with internet search techniques
- Familiarity with email and other social media communication venues
- Comfort with copy and paste



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### Computer Support

For your convenience, while you are taking an online course, “real person” assistance will be available in “real time” if a technological problem arises. Help is available 8:00 a.m. to 11:00 p.m., Eastern Standard Time, seven days a week, by the College’s Information and Technology Services staff.

Weekdays – 8:00 am to 5:00 pm Mon. to Fri.

- Via instant messaging (IM) @ SCS5901
- By phone at (717) 796-1800, ext 5901
- Or via email at [bthomps@messiah.edu](mailto:bthomps@messiah.edu) or [ResNet@Messiah.edu](mailto:ResNet@Messiah.edu)

Evenings and Weekends – 5 pm to 11 pm Mon. to Fri. and 8 am to 11 pm Sat. and Sun.

- By phone at (717) 796-1800, ext 3333

You will also have access to technical support (i.e. tutorials, help functions, etc.) through the College's portal, MCSquare, and also through the College's Learning Management System, .

### COURSE ASSIGNMENTS

#### **Class Participation** (Course Objectives 1.b, 3.c., 3.d.)

The quality of the learning experience depends upon the full participation of all persons enrolled in the course. Therefore, it is expected that students will log into the course site at least three times a week, prepared to offer new insights, add good questions/comments to the discussion, and demonstrate a mastery of the larger emerging themes of the course.

Failing to log into the course site for an entire week is allowed, as long as all readings and assignments are made up by the student within the following week. However, since class participation represents **13 percent** of the engagement time for the course, the student runs the risk of receiving a significantly lower grade for the class.

Missing a second week is allowed only in unusual circumstances and by prior arrangement with the instructor. A student who fails to log into the course for three weeks, even if the readings and assignments are completed, will automatically receive a failing grade, unless the student drops the course before the seventh week of class.

Students who drop a course will be held responsible for tuition, based upon the current Messiah College policy outlined in the College Catalog.

#### **Discussions** (Course Objectives 1.b, 3.c., 3.d.)

A weekly discussion starter will be posted within Canvas in the Discussions tab by 11:00 a.m. on Mondays. Students will be expected to 1) post an **original response** to the question by **midnight on Wednesday** of each week and, 2) post at least **two follow up responses** to the discussion by **midnight on Saturday** of each week. The discussions are the heart of the course and critical to the

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learning experience. For this reason, participation is required and students' grades are based upon the content, depth, and quality of contribution to the discussions.

Students are encouraged to post early in the week and return often to respond to and engage in discussion with classmates. This assignment is worth up to 20 points per week (**27 percent** of overall grade).

To take full advantage of the benefits of discussions, please comply with the following suggestions:

- Before posting anything online, read what others have posted
- When responding to someone else's posting(s), begin by repeating the student's name for clarification purposes and then summarizing what the student has said. (Example: I agree with Ashley's suggestion that "a career in academic administration is not for the faint of heart or the thin-skinned.")
- When referencing an "expert witness," give credit where credit is due by identifying the source and providing a link to the source.
- Don't respond too quickly. Take time to reflect on what you've read and learned in the course to date.
- Discussions entries are not text messages or tweets. Don't use abbreviations. Use proper grammar. Spell-check your comments before posting.
- Always respond to someone else's comment(s) about your original posting(s)
- When responding to other student's posts, be respectful, civil, generous, and kind. Trash talk and sarcasm do not have a place in this course.

Each discussion will be evaluated by the instructor and the points posted within three days of the closing date for each respective discussion. [Click here for the grading rubric.](#)

### **Chapter Quizzes** (Course Objectives 1.b, 3.c., 3.d.)

On Thursday, beginning with Week 2 of the course and continuing through Week 7, a 5-question quiz related to that week's assigned reading from Mortimer and O'Brien will be posted. The primary purpose of the quizzes, which are open-book, is to alert students to what the instructor considers to be key points in the readings (in other words, information the instructor would highlight in a traditional lecture format). Students will be expected to have completed the week's quiz by **Saturday at midnight**. Each quiz is worth **5 points** and together will account for **6 percent** of the overall grade.

### **Article Reaction Papers** (Course Objective 1.b, 3.c., 3.d.)

Twice during the course period, students will write a short paper (no more than 750 words) on a governance issue in higher education. The assignment is intended to introduce students to the literature of higher education, acquaint students with issues specific to academic culture and governance, give students practice in developing and communicating thoughtful reactions to what they are reading in the literature, and encourage students in making connections between current issues and the course content.

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**The first paper** should address an article from *Trusteeship Magazine*, which can be accessed online at [agb.org/trusteeship](http://agb.org/trusteeship). Not all articles are available without a membership, but a sufficient number of articles can be accessed to provide students with choices. **The second paper** should address an article from one of the following: *Journal of Higher Education* (Online ISSN: 1538-4640), *Review of Higher Education* (Online ISSN: 1090-7009), or *Research in Higher Education* (Online ISSN: 1573-188X)

Please note: This assignment involves *critiquing* scholarly work. *Do not simply summarize* what the author(s) wrote. In constructing your papers, include a brief summary of the focus of the article (*no more than 2 paragraphs*), followed by your assessment of the ideas expressed in the article/chapter, and concluding with identification of one or two concerns the article did not address and/or areas that might lead to future research.

The assignment will be graded based on the level of engagement with the ideas of the article/chapter (80% of grade), adherence to effective writing principles including, clarity of expression, consistency of style and format, and attention to grammar and spelling (20% of grade). At the top of the paper, be sure to include a complete APA-style citation for the article. There is no need for a reference list unless you cite other sources in the paper.

The first reaction paper is due by **midnight on Saturday of the third week** in the course. The second is due by **midnight on Saturday of the fifth week** of the course. The article reaction papers are worth **60 points each** and account for **20 percent** of overall grade.

### **Research Project: Create Your Own Governance Case Study** (Course Objective 1.b, 3.c., 3.d.)

In the first days of the course, you will select a college or university (other than Messiah College) to serve as the subject of your research project and then identify a governance, administrative, or policy issue on the forefront for the school. A good place to start in selecting the college or university that you will study is to review recent issues of *The Chronicle of Higher Education*, looking for stories about schools that are thrashing about in metaphorical hot water, or conversely, those that are cited for navigating change or a sticky situation with aplomb.

Over the remainder of the course, you will monitor the college or university that you've selected and how the issue unfolds, is handled, and/or impacts the public image of the institution. Sources to be followed include the school's website, student newspaper, alumni publication, Google alerts, and other public sources. First-hand conversations with school officials will be great, but not necessary.

You will also familiarize yourself with the school's governance documents, as available on its website (e.g. faculty handbook, personnel and policies handbook, institutional plan, tenure policies).

The course-long project will cumulate in a 10 to 12 page research paper which will be written in the form of a report to the institution's board of trustees, complete with recommendations of steps necessary to resolve or advance the issue you have been monitoring. Your analysis and recommendations should be informed by the literature and theories covered during the course and reflect the principles of shared governance.

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The research paper must contain the following:

1. Contextual information relevant to understanding the college or university, including a description and background on the school, the governance stakeholders, and the and its stakeholders, and current status;
2. A description of the governance issue, problem, or opportunity you have identified and its magnitude. Consider the following questions:
  - What make the governance issue, problem, or opportunity significant?
  - Whom does the governance issue, problem, or opportunity affect and how?
  - What are the institutional values, policies, and practices that are relevant to this situation?
3. An analysis of how key institutional players handled the issue, as contrasted/compared with the literature reviewed in this course;
4. Recommendations for change or improvement with research-based and other evidence to support the proposals;
5. A reflection of the student's own learning from this assignment.

### Important Dates

August 30: Institutional selection and summary due (1 page)

September 6: Issue identification due (3 paragraphs)

September 27: Progress report due (1 page)

October 15: Report and recommendations due (10-12 pages and at least 10 citations)

Note: Only the final report will be graded.

The research project is worth **200 points** and accounts for **34 percent** of the overall grade.

### GRADING

Assignment	Points/Method	Total Points	% of Total
Class participation	10 pts. x 8 weeks	80	13%
Forum discussions	20 pts. x 8 weeks	160	27%
Chapter quizzes	5 pts. x 7 weeks	35	6%
Article reaction papers	60 pts. x 2 papers	120	20%
Research project		200	34%
<b>TOTAL</b>		<b>595</b>	

At the completion of the course, students will receive a letter grade reflecting their overall performance. Letter grades will be awarded according to the existing policies of the Graduate School at Messiah

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College. The final course grade will be computed according to the total number of points earned for all assignments as shown by percentage of points earned:

A	93-100%	B-	80-82%
A-	90-92%	C+	77-79%
B+	87-89%	C	73-76%
B	83-86%	F	>76%

### Criteria for Grading Reflection Papers and Research Project

- A/A-: Assignment is well-written with no errors (spelling, sentence fragments, unclear sentences, etc). Analysis is excellent and conclusions are well-supported, demonstrating understanding of the topic and familiarity with supporting sources (readings, discussion). Questions are fully and clearly addressed.
- B/B- Assignment is moderately well-written with few errors. Analysis is good and conclusions are supported. Paper demonstrates a correct understanding of topic and familiarity with most supporting sources (readings, discussion).
- C Content shows either less than correct familiarity with the topic or supporting sources, is not fully responsive to the question(s) asked, or is poorly written (major mistakes made).
- C- Any combination below the levels described above.

### Late Assignments

**Article reaction papers** received by the instructor later than midnight on Saturday of the week assigned will be docked 10 points for each 24-hour period thereafter. A reaction paper will not be accepted after 11:59 p.m. (EST) on Wednesday of the week following the due date, unless discussed in advance with the instructor.

**Research projects** received by the instructor later than 11:59 p.m. (EST) on Wednesday, October 15 will be docked 40 points for each 24-hour period thereafter. Except by pre-arrangement with the instructor, research papers will not be accepted by the instructor after 5:00 p.m. on Friday, October 17.

### Grading Schedule

The instructor will read and critically assess students' assignments, grade the assignment, and provide feedback within 48 hours of receipt of on-time submissions.

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**COURSE SCHEDULE**

Week	Assignments	Hours*	
		IT	N-IT
<b>WEEK 1 8/24 – 8/30</b>	<b><i>Introduction to Organizational Culture and Governance</i></b>		
	Syllabus scavenger hunt	1.0	1.0
	Classmate introductions	1.0	1.0
	Read Mortimer and Sathre, Preface and Introduction		.5
	Read “The Six Faces of the Academy: Understanding Collegiate Culture” in Resource Tab”		.5
	Read “The Overlapping Worlds of Academic Governance” in Resource Tab		1.0
	View PowerPoint in Resource Tab	1.0	
	Week 1 Forum post and response	2.5	
	<b>Institutional selection and summary for research project due by Saturday at midnight (EDT)</b>	.25	.5
<b>WEEK 2 8/31-9/6</b>	<b><i>The Impact of Change on Governance Structures</i></b>		
	Read Mortimer and Sathre, Chapter 1		2.0
	View “The Changing Landscape of Higher Education” in resource tab	1.0	
	Chapter quiz	.75	
	Week 2 Forum post and response	2.5	
	<b>Issue identification for proposed research project DUE by Saturday at midnight (EDT)</b>	.25	.5
<b>WEEK 3 9/7-9/13</b>	<b><i>The Art and the Politics of Shared Governance</i></b>		
	Read Moritmer and Sathre, Chapter 2		1.5
	Read AAUP Policy Documents and Reports (2001): “College and University Government” in Resource Tab		1.5
	Read “AGB Statement on Institutional Governance” in Resource Tab		1.5
	Chapter Quiz	.75	
	Week 3 Forum post and response	2.5	
	<b>Article reaction paper #1 due Saturday at midnight (EDT)</b>	4.0	1.0
<b>WEEK 4 9/14 – 9/20</b>	<b><i>The Role of the Board in Institutional Governance</i></b>		
	Read Mortimer and Sathre, Chapter 3		1.5
	Read “AGB Statement on Board Responsibility for the Oversight of Educational Quality” in Resource Tab		1.5
	View PowerPoint in Resource Tab	1.0	
	Chapter Quiz	.75	
	Week 4 Forum post and responses	2.5	

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<b>WEEK 5 9/21 – 9/27</b>	<b><i>The Impact of Faculty Culture on Institutional Governance</i></b>		
	Read Mortimer and Sathre, Chapter 4		1.5
	Read “Faculty Professionalism: The Responsibilities of Shared Governance” in Resource Tab		1.5
	Chapter Quiz	.75	
	Week 5 Forum post and responses	2.5	
	<b>Article reaction paper #2 due Saturday at midnight (EDT)</b>	1.0	4.0
<b>WEEK 6 9/28 – 10/4</b>	<b><i>The President-Provost Governance Partnership</i></b>		
	Read Mortimer and Sathre, Chapter 5		1.5
	Read “The Precarious Profession of University President” in Resource Tab		1.0
	Read ““The Care and Feeding of the Chief Academic Officer” in Resource Tab		1.0
	Watch video interview with Messiah College President Kim Phipps and Provost Randall Basinger in Resource Tab	1.0	
	Chapter Quiz	.75	
	Week 6 Forum post and responses	2.5	
<b>WEEK 7 10/5-10/11</b>	<b><i>Planning, Institutional Culture, and Governance</i></b>		
	Read Mortimer and Sathre, Chapter 6		1.5
	Read “Strategic Planning at a Christian University” in Resource Tab		1.5
	Week 7 Forum post and responses	2.5	
	Chapter Quiz	.75	
<b>WEEK 8 10/12 – 10/18</b>	<b><i>Shared Governance Through the Experience of the Primary Stakeholders</i></b>		
	Read Mortimer and Sathre, Chapter 7		1.5
	Read “The Road Best Traveled: Mapping the Board’s Journey Toward Shared Governance” in Resource Tab		1.0
	Review research projects in Resource Tab	6.0	1.5
	Week 8 Forum post and responses	2.5	
	<b>Research projects DUE Wednesday by midnight</b>		15-20
	<b>Course evaluation DUE Friday by midnight</b>	.5	

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### PROGRAM POLICIES

#### Academic Integrity

Personal integrity is a behavioral expectation for all members of the Messiah community: administration, faculty, staff, and students. Violations of academic integrity are not consistent with the community standards of Messiah College. These violations include:

- **Plagiarism.** Submitting as one's own work part or all of any assignment (oral or written) which is copied, paraphrased, or purchased from another source, including on-line sources, without the proper acknowledgment of that source. Examples: failing to cite a reference, failing to use quotation marks where appropriate, misrepresenting another's work as your own, etc.
- **Cheating.** Attempting to use or using unauthorized material or study aids for personal assistance in examinations or other academic work.
- **Fabrication.** Submitting altered or contrived information in any academic exercise. Examples: falsifying sources and/or data, etc.
- **Misrepresentation of Academic Records.** Tampering with any portion of a student's record. Example: forging a signature on a registration form or change of grade form on paper or via electronic means.
- **Facilitating Academic Dishonesty.** Helping another individual violate this policy. Examples: working together on an assignment where collaboration is not allowed, doing work for another student, allowing one's own work to be copied.
- **Computer Offenses.** Altering or damaging computer programs without permission. Examples: software piracy, constructing viruses, introducing viruses into a system, copying copyrighted programs, etc.
- **Unfair Advantage.** Attempting to gain advantage over fellow students in an academic exercise. Examples: lying about the need for an extension on a paper, destroying or removing library materials, having someone else participate in your place, etc.

**Penalties for Violations of the Academic Integrity Policy.** A faculty member may exercise broad discretion when responding to violations of the Academic Integrity Policy. The range of responses may include failure of the course to a grade reduction of the given assignment. The typical consequence for violations will be failure of the assignment. Some examples of serious offenses which might necessitate the penalty of the failure of the course include cheating on an examination, plagiarism of a complete assignment, etc.

The academic integrity policy in its entirety can be found in the student handbook and should be reviewed by every student, as the primary responsibility for knowledge of and compliance with this policy rests with the student.



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### **Americans with Disabilities Act**

Any student whose disability falls within ADA guidelines should inform the instructor at the beginning of the semester of any special accommodations or equipment needs necessary to complete the requirements for this course. Students must register documentation with the Office of Disability Services. Contact [DisabilityServices@messiah.edu](mailto:DisabilityServices@messiah.edu), (717) 796-5382.

### **Library and Librarian Assistance (*Adjust to include your liaison's contact info*)**

The Library is an obvious source of information for research, presentations and projects. Currently, Beth Mark is the specific library liaison assigned to the higher education program. Although any librarian is trained and prepared to assist you, Beth is most familiar with the resources and databases that relate to this field. Do not hesitate to contact her if you are having trouble locating specific sources for your assignments, as she is more than willing to help you. For her specific work schedule, contact her directly at [BMark@messiah.edu](mailto:BMark@messiah.edu) or by calling ext. (717) 796-1800, ext. 3590.

### **Statement of Copyright Protection**

The materials on this course web site are only for the use of students enrolled in this course for purposes associated with this course and may not be retained or further disseminated.

### **Statement of Confidentiality**

Students in Online Courses will be asked to post written work and to engage in written dialog with other class members. The student should be aware that although confidentiality within the course environment is encouraged, it is possible that users in and outside the course may have access to course content.