

**HIED 711 Governance and Organization of Higher Education
Bowling Green State University
Fall 2007**

Instructor:

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Catalog description: In this seminar, emphasis will be placed on developing an understanding of the mission, organizational structure(s), and governance of higher education institutions.

Goal of the course: This course is intended to assist students to develop a set of understandings about the governance and organization of institutions of higher education in the United States so that they may better navigate those institutions.

Course objectives: This course is designed to help students:

1. Comprehend the missions of different types of institutions of higher education in the U.S.
2. Review the evolution of higher education in terms of organizational behavior and governance
3. Understand the scope and diversity of constituents served through higher education
4. Comprehend different organizational models used to understand institutions of higher education
5. Understand the roles and functions of administrative units
6. Understand the roles and functions of external agencies that influence the administration of colleges and universities
7. Analyze the interrelationships between constituencies in higher education
8. Become familiar with the primary literature related to the organization and governance of higher education
9. Communicate about the foregoing on a professional level in oral and written forms

Required reading:

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

Other required reading will be posted in pdf form on Blackboard.

Evaluation:

Article reaction papers (3 x 5%)	15%
Critical book review paper	20%
Critical book review presentation	10%
Intensive case study paper	20%
Intensive case study presentation	15%
Final examination (take home)	20%

Although class participation will not be formally graded, **informed** participation will be considered in cases where the final point total is on the border between two grades.

Papers—form and style:

All student papers submitted for this course should be typed, double-spaced, with one-inch margins, pages numbered and stapled (please, no covers or paper clips), with the word count (not including the title page or the reference list) on the last page of the body of the paper. Papers over the word limit will be subject to a one point/grade deduction. APA style is expected;

papers should conform to the manuscript preparation guidelines of the *Publication Manual* (5th ed.) of the American Psychological Association.

Article reaction papers:

These three papers are intended to (1) introduce you to the literature of higher education, (2) acquaint you with some of the issues that are in or related to higher education; (3) give you practice in developing and communicating thoughtful reactions to what you read in the literature; and (4) help you make connections between current issues and the governance and organization of higher education. The first paper should address an article from *The Chronicle of Higher Education*, the second paper should address an article from *Change: The Magazine of Higher Learning* (ISSN: 0009-1383), and the third one should address either a chapter in *Higher Education: Handbook of Theory and Research* (ISSN: 0882-4126) or an article from one of the following journals: *Journal of Higher Education*, *Review of Higher Education*, *Research in Higher Education*.

Your task is to find a major article (not some little snippet) that interests you and is relevant to this course, read and reflect on it, and write a short (no more than 500 words, about two pages) paper which briefly summarizes the article and communicates a thoughtful reaction to it. Your reaction might be in the form of an opinion on an issue; a series of questions about the topic which, if answered, would further illuminate it; a careful weighing of the pro's and con's on an issue; etc. It is NOT enough merely to say so-and-so is "interesting." WHY is it interesting? What do you THINK about it? How is it RELATED TO OUR STUDY of the governance and organization of higher education?

On the cover page, 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. Also, you need not cite the article you are reviewing in the text of the paper. The source is understood.

These papers will be graded on a simple numeric scale: 5 = A, 4 = B, 3 = C, etc.

Critical book review:

The purpose of this paper is to provide you with the incentive to read and critically review a book (of your choosing, subject to the instructor's consent, and one that you have not already read) on a topic related to governance and/or organization of higher education. The paper should summarize the major points of the book; present a well-reasoned, thoughtful critique of it; and make recommendations on how it could be better. The critique and recommendations should use concepts covered in the course. In terms of how much weight to give each of the three basic parts of the paper, I recommend 40-45% summary, 40-45% critique, and 10-20% recommendations. It should be 3000 to 4000 words (approximately 12-16 pages. It will be graded on a simple numeric scale: 20-19 = A, 18-17 = B, 16-15 = C, etc., and both form/style and content will be considered.

Critical book review presentation:

Each student will give an oral presentation to the class which summarizes her/his book review and which engages the class in an exploration of the ideas contained in the book. The presentation will be graded on both form/style and content. Handouts are encouraged, reading to the class is not. The presentations will be graded on a simple numeric scale: 10 = A, 9 = A-, 8 = B, 7 = C, etc. The length of the presentation will be determined once we know how many students are enrolled in the class, but it will probably be around 25-30 minutes.

Institutional case study:

This project will be done in small teams, the size of which will depend on the number of students in the class. Students will be asked for their priorities or preferences of studying (a) a large, public university, (b) a small, private college or university, and (c) a community college. Every

effort will be made to meet students' preferences, but the formation of the teams will no doubt require some compromises.

Each team will select a college or university to study, subject to the consent of the instructor. This study is to be intensive and extensive; i.e., it should be thorough in both depth and breadth. It should include a detailed description of the institution, including its mission, objectives, policies, programs, curricula, administrative structure(s) (how it is organized), and the nature of its governance. This study should include a thoughtful and detailed analysis of the governance and organization of the institution using the concepts you have learned in this course.

This study is to culminate in a paper and a presentation. The paper should be between 4000 and 5000 words, not including diagrams (e.g., organization charts), tables, lengthy addenda (e.g., mission statement, policy statements), or references.

The presentation should be between 60 and 75 minutes. It should cover, in summary fashion, the major points of the paper and engage the class in an exploration of the ideas and insights in the paper (i.e., a learning experience). A quality handout with references is expected.

Final examination:

The final exam will be a "take-home" and it will be 100% production (essay). It will require considerable integration and synthesis.

Grading: A typical distribution of end-of-course grades in a course such as this, with students who have met the entrance requirements of the HIED program, would be:

A = 45%

B = 45%

C = <9%

D = <1%

F = <1%

Inc= <1% (This extraordinary grade is reserved for verifiable personal emergencies.)

If a particular class' achievement is atypical, the grade distribution will be adjusted accordingly; i.e., grading is **not** on a curve and students are **not** in competition for a limited number of A's or B's.

About the reading assignments and class discussions: **Informed participation** by all class members is vital to the success of this seminar. Students will be expected to read and endeavor to understand the main points of the readings assigned for each class. If it appears students are not doing the assigned reading, "cold calling" and/or unannounced and graded quizzes will be employed to provide incentive. In short, students will be respected and treated as doctoral students unless they behave otherwise.

Attendance and punctuality: Class attendance is not required and missed classes are not excused, nor are individual tutorials granted to cover missed material. If you must miss a deadline due to a verifiable personal emergency, please contact the instructor in advance (if at all possible) to make arrangements. If you miss a class, you are responsible for learning from a fellow student what you missed. Asking the instructor "did I miss anything?" is decidedly poor professor management. Conversely, being in the classroom at the appointed hour is good professor management.

Policy on due dates and times: All assigned work is expected at the beginning of the class period on the due date. Late assignments will be penalized by a grade reduction. Exceptions will be granted only in truly extraordinary/emergency cases.

Academic integrity: From the *2007-2008 Graduate Catalog*: Academic honesty is the central value of an academic community. It is expected that graduate students will neither engage in nor facilitate cheating (using or attempting to use unauthorized materials, information, or study aids), fabrication (falsification or invention of any information or citation), or plagiarism (representing the words or ideas of others as one's own) in their academic work. The Academic Honesty Policy is available at the following address:

<http://www.bgsu.edu/offices/sa/studentdiscipline/page13640.html>.

Please note that you may not submit an assignment that has been submitted previously for another course.

Students with disabilities: If you have a documented disability, are registered with the Disability Services for Students Office (<http://www.bgsu.edu/offices/sa/disability/>), and are entitled to accommodations, please inform me as soon as possible so we can make appropriate arrangements.

Religious observance: If you will miss class due to a religious observance, please notify me as soon as possible.

E-mail account: Announcements and readings will be distributed via e-mail and Blackboard. Please check your BGSU account regularly.

Cell phones: If you bring a cell phone or other electronic device to class, please assure that it is either off or on silent mode. If you must take a call during class, please leave the room quietly.

Changes policy: The class schedule and assignments may be changed at the instructor's discretion.