

BOWLING GREEN STATE UNIVERSITY

Higher Education Administration Program

HIED 7110: Governance and Organization in Student Affairs

Fall 2011

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Course Description and Goals

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

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

Texts

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Bess, J. L., & Dee, J. R. (2008). *Understanding college and university organization: Theories for effective policy and practice. Volume I—The state of the system*. Sterling, VA: Stylus.

Bess, J. L., & Dee, J. R. (2008). *Understanding college and university organization: Theories for effective policy and practice. Volume II—Dynamics of the system*. Sterling, VA: Stylus.

Learning Activities

1. Attend and participate thoughtfully and actively in class meetings (10% of course grade). In order to fulfill the promise of a doctoral seminar, plan to study the assigned readings prior to class, bringing with you any questions or issues you would like to address in class. Informal “assignments,” the rotation of “designated questioners/experts,” or other approaches may be used to increase your involvement in the class. These procedures should improve both the quality of our class discussions and the value of the readings and class activities for you. Due dates: August 22-December 12, 2011; 9:30-12:20PM (except for a short break mid-way through each class, when you may be as passive as you choose!).
2. Article reaction papers (5% of course grade per paper for a total of 10% of course grade). These two 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 *Change: The Magazine of Higher Learning* (ISSN: 0009-1383), and the second 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.

3. Critical book review paper (15% of course grade). 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 both form/style and content.
4. Critical book review presentation (5% of course grade). 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. Presentations will be 15-20 minutes in length.
5. Institutional case study (35% of course grade; 25% for paper and 10% for presentation). 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.

6. Final examination (25% of course grade). The final exam will be a “take-home” and it will be 100% production (essay). It will require considerable integration and synthesis.

Please note: Papers for this course should be double-spaced, with one-inch margins and with pages numbered and 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* (6th ed.) of the American Psychological Association.

All papers are to be submitted to me electronically as MS Word documents. You are to e-mail your papers to me as attachments. I will read your paper, make comments using the MS Word “Track Changes” function, and return the graded paper to you electronically. (Just trying to do my part to save the forests.)

Evaluation

A = 100-90% B = 89-80% C = 79-70% D = 69-60% F = <60%

Your final grade in the course is the weighted average of grades received on individual assignments. About grading: An “A” paper is excellent—very strong in every sense. It represents a very solid job in addressing all aspects of the assignment, shows complex thinking and insight, reflects graduate-level writing (including introductory and concluding comments and appropriate transitions linking various sections), and is free of errors (e.g., APA, grammar, spelling, syntax, logic, organization, clarity, style). A “B” paper is good. It has some weaknesses in one or more of these areas but captures the essential elements of the assignment. Lower grades are assigned to papers with more significant weaknesses in the areas noted above and do not reflect the quality expected in graduate-level studies. Incompletes are not given except for major emergencies (e.g., hospitalization) late in the term and only after consultation and mutual agreement upon a contract specifying when the work will be completed. Incompletes will not be granted simply because more time is desired to complete the assignments or one wishes to complete the course during a subsequent semester.

Late Assignment Policy

In order to balance your right to make decisions in your best interest and my needs to schedule my work effectively, but more importantly, maintain some level of equity within the course, the following Late Assignment Policy is being implemented:

1. All assignments are due at the beginning of the class period of the day listed in the Class Schedule. Since assignments are due at the beginning of the class period, there is no need to miss class to finish an assignment. If you do not have your assignment ready by the beginning of class, it is late, but please join your colleagues in class anyway.
2. Assignments submitted within three weeks following the due date/time will be accepted and graded. However, the assigned grade will be reduced according to the following schedule:
 - a. Assignments submitted up to one week late receive a one grade level reduction. In other words, if your late assignment earns a grade of "A", your grade will be reduced to a "B."
 - b. Assignments submitted between one and two weeks after the due date will receive a two grade level reduction. An "A" assignment submitted two weeks late will be reduced to a "C"; a "B+" grade will be reduced to a "D+."
 - c. Assignments submitted between two and three weeks after the due date will result in a three grade level reduction. An "A" assignment submitted three weeks late will be reduced to a "D"; a "B" grade will be reduced to an "F."

- d. No assignment will be accepted later than three weeks after the original submission date. Failure to submit an assignment within the three-week time period will result in zero points for the assignment.
3. Extenuating circumstances: I am aware that it is impossible to consider all the possible circumstances that may prevent you from a timely submission of your assignments. I am sensitive to some of those circumstances. Illness and family emergencies are valid reasons for submitting work after the deadline. Assignments for other classes or a particularly busy work schedule are not. I will gladly accept assignments prior to their scheduled due dates.

Academic Integrity

From the *2011-2012 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 can be found at the following web address: www.bgsu.edu/offices/sa/studentdiscipline/index.html. Please note that you may not submit an assignment that has been submitted previously for another course.

Policies and Reminders

- 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.
- 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 me 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. If you will miss class due to a religious observance, please notify me as soon as possible.
- I have a simple cell phone policy. Turn it off, or I will answer it for you.
- Announcements and readings will be distributed via e-mail and Blackboard. Please check your BGSU account regularly.
- The class schedule and assignments may be changed at the instructor’s discretion.

CLASS SCHEDULE

August 22	Course Overview & Getting Acquainted
August 29	Colleges & Universities as Organizations
	<p>Bess, J. L., & Dee, J. R. (2008). <i>Understanding college and university organization: Theories for effective policy and practice. Volume I—The state of the system</i>. Sterling, VA: Stylus. (Ch. 1 & 2)</p> <p>Balderidge, J. V., Curtis, D. V., Ecker, G. P., & Riley, G. L. (1977). Alternative models of governance in higher education. In G. L. Riley & J. V. Balderidge (Eds.), <i>Governing academic organizations: New problems, new perspectives</i> (pp. 2-25). Berkeley, CA: McCutchan.</p>
September 5	Labor Day: No Class
September 12	Approaches to Organizational Analysis and Systems Theory
	<p>Bess, J. L., & Dee, J. R. (2008). <i>Understanding college and university organization: Theories for effective policy and practice. Volume I—The state of the system</i>. Sterling, VA: Stylus. (Ch. 3 & 4)</p> <p>Bensimon, E. M., & Marshall, C. (1997). Policy analysis for postsecondary education: Feminist and critical perspectives. In C. Marshall (Ed.), <i>Feminist critical policy analysis II: A perspective from post-secondary education</i> (pp. 1-21). London: Falmer Press.</p> <p>Boland, H. G. (1995). Postmodernism and higher education. <i>Journal of Higher Education</i>, 66, 521-559.</p> <p>Calas, M. B., & Smircich, L. (1992). Re-writing gender into organizational theorizing: Directions from feminist perspectives. In M. Reed & M. Hughs (Eds.), <i>Rethinking organization: New directions in organization theory and analysis</i> (pp. 227-253). London: Sage.</p>
September 19	Organizational Environments and Organizational Design
	<p>Bess, J. L., & Dee, J. R. (2008). <i>Understanding college and university organization: Theories for effective policy and practice. Volume I—The state of the system</i>. Sterling, VA: Stylus. (Ch. 5 & 6)</p> <p style="text-align: center;">ARP #1 Due</p>
September 26	Bureaucratic and Human Relations Models
	<p>Bess, J. L., & Dee, J. R. (2008). <i>Understanding college and university organization: Theories for effective policy and practice. Volume I—The state of the system</i>. Sterling, VA: Stylus. (Ch. 7 & 8)</p> <p>Weick, K. E. (1976, March). Educational organizations as loosely coupled systems. <i>Administrative Science Quarterly</i>, 21(1), 1-19.</p>
October 3	Organizational Culture
	<p>Bess, J. L., & Dee, J. R. (2008). <i>Understanding college and university organization: Theories for effective policy and practice. Volume I—The state of the system</i>. Sterling, VA: Stylus. (Ch. 11)</p> <p>Clark, B. R. (1986). The organizational saga in higher education. In M. W. Peterson (Ed.), <i>ASHE reader in organization and governance in higher education (3rd. Ed.)</i> (pp. 36-41). Lexington, MA: Ginn Custom Publishing.</p>

Cohen, M. D., & March, J. G. (2000). Leadership in an organized anarchy. In M. C. Brown II (Ed.), <i>Organization and governance in higher education</i> (5th ed., pp. 16-35). Boston, MA: Pearson Custom.	
Kuh, G. D., & Whitt, E. J. (1988). <i>The invisible tapestry: Culture in American colleges and universities (ASHE-ERIC Higher Education Reports 1988, No. 1)</i> (pp. 1-28). Washington, DC: Association for the Study of Higher Education.	
October 10	Fall Break: No Class
October 17	Shared Governance—Boards of Trustees
Birnbaum, R. (2004). The end of shared governance: Looking ahead or looking back. In W. G. Tierney, & V. M. Lechuga, (Eds.), <i>Restructuring shared governance in higher education</i> (New Directions for Higher Education, No. 127, pp. 5-22). San Francisco, CA: Jossey-Bass.	
Freedman, J. O. (2004). Presidents and trustees. In R. G. Ehrenberg (Ed.), <i>Governing academia</i> (pp. 9-27). Ithaca, NY: Cornell University Press.	
Kaplan, G. E. (2004). Do governance structures matter? In W. G. Tierney, & V. M. Lechuga, (Eds.), <i>Restructuring shared governance in higher education</i> (New Directions for Higher Education, No. 127, pp. 23-34). San Francisco, CA: Jossey-Bass.	
Kezar, A. (2004). What is more important to effective governance: Relationships, trust, and leadership, or structures and formal processes? In W. G. Tierney, & V. M. Lechuga, (Eds.), <i>Restructuring shared governance in higher education</i> (New Directions for Higher Education, No. 127, pp. 35-46). San Francisco, CA: Jossey-Bass.	
Lingenfelter, P. E. (2004). The state and higher education: An essential partnership. In W. G. Tierney, & V. M. Lechuga, (Eds.), <i>Restructuring shared governance in higher education</i> (New Directions for Higher Education, No. 127, pp. 47-59). San Francisco, CA: Jossey-Bass.	
ARP #2 Due	
October 24	Shared Governance—Faculty
Lechuga, V. M. (2004). Exploring current issues on shared governance. In W. G. Tierney, & V. M. Lechuga, (Eds.), <i>Restructuring shared governance in higher education</i> (New Directions	
Minor, J. T. (2004). Understanding faculty senates: Moving from mystery to models. <i>The Review of Higher Education</i> , 27, 343-363.	
Myers, C. B. (2011). Union status and faculty job satisfaction: Contemporary evidence from the 2004 National Study of Postsecondary Faculty. <i>The Review of Higher Education</i> , 34/4, 657-668.	
O'Neil, R. M. (2004). University governance and academic freedom. In W. G. Tierney (Ed.), <i>Competing conceptions of academic governance: Negotiating the perfect storm</i> (pp. 175-201). Baltimore, MD: The Johns Hopkins University Press.	

October 31	Shared Governance—Students
<p>Langdon, E. A. (2005). Student governance and leadership. In R. L. Ackerman, W. B. Werner, & L. C. Vaccaro (Eds.), <i>Student freedom revisited: Contemporary issues and perspectives</i> (pp. 135-149). Washington, DC: NASPA.</p> <p>Vaccaro, L. C. (2005). Campus subcultures and the emergence of student freedom in American higher education. In R. L. Ackerman, W. B. Werner, & L. C. Vaccaro, (Eds.), <i>Student freedom revisited: Contemporary issues and perspectives</i> (pp. 29-38). Washington, DC: NASPA.</p>	
November 7	External Agencies, Accreditation, and Assessment
<p>Brittingham, B. (2009, Spring). Accreditation in the United States: How did we get to where we are? In P. M. O'Brien (Ed.), <i>Accreditation: Assuring and enhancing quality (New Directions for Higher Education, 145)</i>, pp. 7-27. San Francisco, CA: Jossey-Bass.</p> <p>Christakis, M. N. (2009). Gubernatorial authority and influence on public higher education, <i>The Review of Higher Education, 3/1</i>, 95-117.</p> <p>Eaton, J. S. (2009a, May). An Overview of U.S. Accreditation. Washington, DC: Council for Higher Education Accreditation.</p> <p>Judith S. Eaton. (2009a, May). <i>An Overview of U.S. Accreditation</i>. Washington, DC: Council for Higher Education Accreditation.</p> <p>Eaton, J. S. (2009b, Spring). Accreditation in the United States. In P. M. O'Brien (Ed.), <i>Accreditation: assuring and enhancing quality (New Directions for Higher Education, 145)</i>, pp. 79-86). San Francisco, CA: Jossey-Bass.</p> <p>The Higher Learning Commission. (2007). <i>Institutional accreditation: An overview</i>. Chicago, IL: Author.</p>	
November 14	Book Review Presentations
Critical Book Review Due	
November 21	Book Review Presentations
November 28	Case Study Presentation
Case Study Papers Due	
December 5	Case Study Presentations
Hand out final exam	
December 12	Understanding Organization and Governance: Concluding Thoughts
<p>Bess, J. L., & Dee, J. R. (2008). <i>Understanding college and university organization: Theories for effective policy and practice. Volume II—Dynamics of the system</i>. Sterling, VA: Stylus. (Ch. 11)</p> <p style="text-align: center;">Final Exam Due</p>	