

HIED 7110 Governance & Organization of Higher Education

Fall 2018 (Thursdays, 4:30-7:20PM), 3 Credits

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Appointments encouraged, drop-ins welcomed. Obligations: Tue. 1-5; Wed. 1-5; Thu. 9-1 & 4-8

COURSE DESCRIPTION

Catalog Description--Assists (*sic*) students in developing their understanding of the governance and organization of institutions of higher education in the United States so that they may better navigate [**LEAD**] those institutions.

Course Outcome Priority--From professionally-informed theory, research, and practical knowledge, master ...

- Literature for initial scholarship in governance and organization (theory, model, role/function, relational)
- Knowledge for initial mid-to-senior level positions/practice (strategy, communication)
- Professionalism that is “dangerous” relative to the *status quo*, to become a “**Dangerous Leader!**”

Program Outcome Priority--Consider these outcomes aligned with the “HIED Learning Outcomes.”

- Evaluate and apply organizational theories and models to create and lead effective organizations.
- Create/implement environments, policies
- Collaborate within and beyond the institution
- Understand the history, philosophy, sociology, and law pertaining to governance, administration, and leadership in higher education institutions and systems.
- Articulate how higher education is differentiated by mission, sector, curriculum, size, and stakeholders.

Course Starting Points

“*Governance and Organization*” are American historical traditions dating to Harvard College. ***Governance is the agreement processes*** regarding how the institution of higher education will self-identify (*values, vision, mission*), relate within and beyond itself (*systems, context, cultures*), and inform its ***organization, the arrangement of people (structures and relationships)***, to intentionally demonstrate and accomplish institutional values, vision, and mission.

“*Governance and/Organization*” knowledge (*values, vision, mission, structure, context, culture*) is the basis for the best knowledge-informed practices (*strategies*) associated with organizational leadership, management, and administration to accomplish improvement via leading, planning, and initiating and implementing change. [HIED 7120 “*Administration of Higher Education*” focuses on “***leadership***” of organizations toward desired improvement plans and change, “***management***” of people, and “***administration***” of resources to achieve desired improvement.]

“*Status quo*” is philosophically and practically impossible in post-modern era institutions and dynamic environments. Internal and external stakeholders expect institutions’ inclusive planning processes, planning-generated priorities, and highest level administrator-leaders facilitating change processes to produce improvement. As ***Dangerous Leaders***, you are expected to lead within governance and organization, lead to improve governance and organization, and to produce improvement with governance and organization knowledge to envision, produce, and implement ***better governance agreements and organization arrangements for institution and student success.***

Course Focus ... governance agreements and organizational arrangements related to initiating and implementing educational and institutional accomplishment and improvement.

- *Theories and models* of governance and organization applicable to....
- *Institutional governors’ and institutional senior/strategic/executive-level professional administrators’ and faculty’s* constituted and delegated practice of
- *Initiation and implementation of values, vision, and mission* for educational and institutional accomplishment and improvement.

Course Matrix The following matrix frames the relationship between two core courses, HIED 7110 “Governance and Organization of Higher Education” and HIED 7120 “Administration of Higher Education.” As this course progresses, the matrix will be populated and developed by students and the professor; a detailed matrix of theory, practice, etc. from literature and expert-based knowledge, to guide both student learning and its assessment.

KNOWLEDGE MATRIX	Values-Vision-Mission						
	Governance “Agreements” Organizational “Arrangements”			Administration “Activities” (strategies)			
	Structure	Context	Culture	Lead	Plan	Change Initiate	Implement
Accountability							
Agenda/Direction							
Agency							
Allocation							
Authority							
Climate/Environment							
Compliance							
Decision/Judgment							
Finance							
Oversight							
Partnership							
Policy							
Polity							
Process							
Budget							
Crises							
Development							
Enrollment							
Facilities							
Personnel							
Procedure							
Students							
Teach & Learn							
The Third Dimension							
SYSTEM	INSTITUTION	DIVISION	UNIT	FACULTY	STUDENTS		

COURSE LITERATURE

Required Reading

Reading ahead of the schedule is appropriate and advantageous. Readings are assigned to be studied by specific dates, incorporated into your assignments and discussions, and your comprehension of them will be assessed.

- **AAUP** (2015). *American Association of University Professors: Policy documents and reports* (11th edition). Baltimore: Johns Hopkins University Press. [Self-schedule unassigned sections to strengthen your in-class engagement and assignments.]
- **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.
- **Hendrickson, R., Lane, J., Harris, J. & Dorman, R.** (2012). *Academic leadership and governance of higher education: A guide for trustees, leaders, and aspiring leaders of two- and four-year institutions.* Sterling, VA: Stylus Publishing. [Self-schedule unassigned sections to strengthen your in-class engagement and assignments.]
- **Provided literature** from the professor
- **Higher education press;** *Inside Higher Education, The Chronicle of Higher Education, etc.*

Recommended Literature

Several resources may be worth your acquisition to go more deeply into course assignments, conduct more extensive scholarship, develop your library, ease semester access and use, etc. Many students draw on this literature: Assume the library is a secondary source, promptly return library resources, work ahead, and find alternative sources.

Governance and Organization

- ASHE readers (old and new editions) on governance, organization, &/or administration.
- Berquist, W. H. & Pawlak, K. (2008). *Engaging the six cultures of the academy: Revised and expanded edition of The Four Cultures of the Academy*. San Francisco: Jossey-Bass.
- Bess, J. L. & Dee, J. R. (2008). *Understanding college and university organization: Theories for effective policy and practice*, Vol. II: Dynamics of the System. Stylus.
- Birnbaum, R. (1988). *How colleges work: The cybernetics of academic organization and leadership*. J-B.
- Bolman, L. G. & Deal, T. E. (1991). *Reframing organizations: Artistry, choice, and leadership*. Jossey-Bass.
- Burke, J. C. & Associates. (2005). *Achieving accountability in higher education: Balancing public, academic, and market demands*. J-B.
- Damrosch, D. (1995). *We scholars: Changing the culture of the university*. Cambridge: Harvard.
- Hirt, J. (2006). *Where you work matters: Student affairs administration at different types of institutions*. University Press of America: Lanham, MD.
- Ingram, R. T. & Associates. (1993). *Governing independent colleges and universities: A handbook for trustees, chief executives, and other campus leaders*. Assoc. of Governing Boards of Universities & Colleges. J-B.
- Ingram, R. T. & Associates. (1993). *Governing public colleges and universities: A handbook for trustees, chief executives, and other campus leaders*. Assoc. of Governing Boards of Universities & Colleges. J-B.
- Lombardi, J. V. (2013). *How universities work*. Baltimore: Johns Hopkins University Press.
- Manning, K. (2013). *Organizational theory in higher education*. NY: Routledge.
- Manning, K., Kinzie, J., & Schuh, J. (2014). *One size does not fit all: Traditional and innovative models of student affairs*. Routledge: New York.
- Miller, M. T. & Caplow, J. (eds.) (2003). *Policy and university faculty governance*. Greenwich, CT: Information Age Publishing, Inc.
- Morgan, G. (1986). *Images of organization*. Sage.
- Pierce, S. R. (2014). *Governance reconsidered: How boards, presidents, administrators, and faculty can help their colleges thrive*. J-B.
- Schein, E. H. (1985). *Organizational culture and leadership*. J-B.
- Tierney, W. G. & Lechuga, V. M. (2004). *Restructuring shared governance in higher education*. New Directions for Higher Education, no. 127. J-B.

Budget/Finance

- Alexander, G. D. & Carlson, K. J. (2005). *Essential principles for fundraising success: An answer manual for the everyday challenges of raising money*. J-B.
- Barr, M. J. & McClellan, G. S. (2011). *Budgets and financial management in higher education*. J-B.
- Curry, J. R., Laws, A. L. & Strauss, J. C. (2013). *Responsibility center management: A guide to balancing academic entrepreneurship with fiscal responsibility*. Washington, DC. NACUBO.
- DeBard, R. (2001). *Getting Results! A guide to managing resources in student affairs*. Horsham, PA: LRP.
- Dotolo, L. G. & Noftsinger, J. B. (Eds.). (2002). *Leveraging resources through partnerships*. J-B.
- Gaither, G. H. (Guest Ed.). (spring 2002, v. 30, n. 3). Special Issue: Cost and Productivity Models. *Planning for Higher Education: The Journal of the Society for College and University Planning*. Ann Arbor, MI.
- Goldstein, L. (2012). *A Guide to college and university budgeting: foundations for institutional effectiveness* (4th ed.). Washington, DC. NACUBO.

Change/Decisions/Planning

- Burke, W. W. (2011). *Organization change: Theory and practice* (3rd ed.). Thousand Oaks, CA. Sage.
- Bryson, J. M. (2011). *Strategic planning for public and nonprofit organizations: A guide to strengthening and sustaining organizational achievement*. 4th Ed. J-B.
- Collins, J. (2001). *Good to great: Why some companies make the leap and others don't*. NY: Harper Collins.
- Crandall, et. al. (2010). *Crisis management in the new strategy landscape*. Sage.
- Crandall, et. al. (2014). *Crisis management leading in the new strategy landscape*. Sage.
- Demers, C. (2007). *Organizational change theories: A synthesis*. Sage.
- Howard, R. D. & Borland, K. W. (Eds.). (2002). *Balancing qualitative and quantitative information for effective decision support*. J-B.
- Houle, C. O. (1972). *The design of education*. J-B.
- Kezar, A. (2014). *How colleges change: Understanding. Leading, and enacting change*. NY: Routledge.

- Kezar, A. J. (2001). *Understanding and facilitating organizational change in the 21st century: Recent research and conceptualizations*. ASHE-ERIC Higher Education Report Vol. 28, No 4. San Francisco: J-B.
- Simerly, R. G & Assocs. (1987). *Strategic planning and leadership in continuing education: Enhancing organizational vitality, responsiveness, and identity*. J-B.
- Smith, L. Blixt, A., Ellis, S., Gill, S., & Kruger, K. (2015). *Leading innovation and change: A guide for chief student affairs officers on shaping the future*. NASPA—Student Affairs Administrators in Higher Education: Washington, D.C.
- Stark, J. S. & Lattuca, L. R. (1997). *Shaping the college curriculum: Academic plans in action*. Boston: A&B
- Tichy, N. M. & Bennis, W. G. (2007). *Judgment: How winning leaders make great calls*. NY: Penguin.
- Zdziarski, et.al. (2007). *Campus crisis management: A comprehensive guide to planning, prevention, response, and recovery*. J-B.

Enrollment & Student Success

- Astin, A. W. (1970a). The methodology of research on college impact, Part I. *Sociology of Education*, 43, 223-254.
- Astin, A. W. (1970b). The methodology of research on college impact, Part II. *Sociology of Education*, 43, 437-450.
- Bean, J. P. & Eaton, S. B. (2000). A psychological model of college student retention. In J. M. Braxton (Ed.), *Reworking the student departure puzzle* (pp. 48-61). Nashville, TN: Vanderbilt University Press.
- Black, J (Ed.). (2001). *Strategic enrollment management revolution*. Washington, DC: AACRAO
- Bontrager, B. (2004). Enrollment management: An introduction to concepts and structures. *College and University Journal*. 79.3, 11-16.
- Bontrager, B. (2005). Strategic enrollment management: Core strategies and best practices. *College and University Journal*. 79.4, 9-15.
- Borland, K. (2013). The Student Success Movement: A Past to Project Its Future in G. McLaughlin et. al., *Building Bridges for Student Success: A Sourcebook for Colleges and Universities*. Stillwater OK: Consortium for Student Retention Data Exchange, University of Oklahoma.
- Borland, K. (2001-2002). Assessing retention: Six steps and four paradigms. *Journal of College Student Retention: Research, Theory & Practice*, 3(4), 365-380.
- Duncan, A. (November 29, 2011). *Beyond the iron triangle: Containing the cost of college and student debt--* Remarks of U.S. Secretary of Education Arne Duncan to the Annual Federal Student Aid Conference, Las Vegas. <http://www.ed.gov/news/speeches/beyond-iron-triangle-containing-cost-college-and-student-debt>.
- Harrison, L. M. (2011). Transformational leadership, integrity, and power. In R. Young (Ed.). *Advancing the integrity of professional practice* (pp. 45-52). New Directions in Student Services, E. Whitt, Ed. J-B.
- Hossler, D., et. al. (1990). *The strategic management of college enrollments*. J-B.
- Immerwahr, et. al. (October 2008). The Iron Triangle: College Presidents Talk about Costs, Access, and Quality. San Jose. Report from The National Center for Public Policy & Higher Education & Public Agenda.
- Kuh, G. D., Kinzie, J., Schuh, J. H., Whitt, E. J., & Associates. (2005). *Student success in college: Creating conditions that matter*. San Francisco: Jossey-Bass.
- Mayhew, M., Rockenbach, A., Bowman, N., Seifert, T., Wolniak, G., Pascarella, E., & Terenzini, P. (2016). *How College Affects Students: 21st Century Evidence that Higher Education Works*, Vol. 3. J-B.
- Noel, L., et. al. (1985). *Increasing student retention: Effective programs and practices for reducing the dropout rate*. J-B.
- Pascarella, E. T., & Terenzini, P. T. (2005). *How college affects students: A third decade of research*, (Vol. 2). San Francisco: Jossey-Bass.
- Pascarella, E. & Terenzini, P (1991). *How college affects students: Findings and insights from twenty years of research*. San Francisco: Jossey-Bass Publishers.
- Reason, R. D. (2009). An examination of persistence research through the lens of a comprehensive conceptual framework. *Journal of College Student Development*, 50.6, 659-682.
- St. John, Duan-Barnett, & Moronski-Chapman. (2013). *Public policy and higher education: Reframing strategies for preparation, access, and college success*. Routledge.
- Seidman, A. (Ed.) (2012). *College student retention* (2nd ed.). American Council on Education, Rowan & Littlefield: Lanham, MD.

- Terenzini, P. T. & Reason, R. D. (2005, November). Parsing the first-year of college: A conceptual framework for studying college impacts. Paper presented at the 30th Annual Meeting of the Association for the Study of Higher Education, Philadelphia.
- Tierney, W. & Duncheon, J. (Eds.) (2015). *The problem of college readiness*. Albany, NY: State University of New York Press.
- Tinto, V. (1993). *Leaving college: Rethinking causes and cures of student attrition* (2nd ed.). Chicago: University of Chicago Press.

Environment

- Chism, N. V. N. & Bickford, D. J. (Eds.). (2002). *The importance of physical space in creating supportive learning environments*. J-B.
- Harper, S. (Ed.). (2008). *Creating inclusive campus environments for cross-cultural learning and student engagement*. NASPA.
- Hirt, J. B. (2003). *Where you work matters: Student affairs administration at different types of institutions*. Washington, DC: University Press of America.
- Kaiser, H. H. (summer 2001). The value of comprehensive capital planning. *Planning for Higher Education: The Journal of the Society for College and University Planning*, pp. 5-15. Ann Arbor, MI.
- Kenney, D. R., Dumont, R., & Kenney, G. (2005). *Mission and place: Strengthening learning and community through campus design*. Westport, CT: Praeger.
- McDonald, W. M. & Assocs. (2002). *Creating campus community: In search of Ernest Boyer's legacy*. J-B.
- Strange, C. & Banning, J. (2001). *Educating by design: Creating campus learning environments that work*. San Francisco: Jossey-Bass.
- Strange, C. & Banning, J. (2015). *Designing for learning: Creating campus environments for ... success*. J-B.

Leadership

- Ackerman, R. & Roper, L. (2007). *The mid-level manager in student affairs*. Washington, D.C.: NASPA.
- Bright, D. & Richards, M. (2001). *The academic deanship: Individual careers and institutional roles*. J-B.
- Chin, J. & Trimble, J. (2015). *Diversity and leadership*. Sage.
- Covey, S. R. (2004). *The 8th habit: From effectiveness to greatness*. NY: Free Press.
- Covey. (2004). *The 7 habits of highly effective people: Restoring the character ethic*. NY: Free Press.
- Covey. (1991). *Principle-centered leadership*. NY: Simon & Schuster.
- Fulan, M. (2001). *Leading in a culture of change*. J-B.
- Hecht, A. & Pina, J. (2016). *AVP: Leading from the unique role of associate/assistant vice president for student affairs*. Washington, D.C.: NASPA
- Lucas, A. & Assocs. (2000). *Leading academic change: Essential roles for department chairs*. J-B.
- Martin, J. & Samels, J. E. (1997). *First among equals: The role of the chief academic officer*. Hopkins.
- McClellan, G., Stringer, J., & Associates (2016). *The handbook of student affairs administration*. J-B.
- Northouse, P. G. (2016). *Leadership: Theory and practice* (7th ed.). Sage.
- Kouzes, J. M. & Posner, B. Z. (2007). *The leadership challenge*. J-B.
- Tucker, A. (1984). *Chairing the academic department: Leadership among peers*. NY: Macmillan.
- Schloss, P. & Cragg, K. (Eds.). (2013). *Organization and administration in higher education*. Routledge.

Personnel & Diversity

- Falk, C. F. & Blaylock, B. K. (2010). Strategically planning campuses for the “newer students” in higher education. *Academy of Educational Leadership Journal*, 14, pp. 15-38.
- Harper, S. R. (Ed.). (2008). *Creating inclusive campus environments: For cross-cultural learning and student engagement*. Washington, D.C.: NASPA.
- Harper, S. R. & Quayle, S. J. (Eds.). (2009). *Student engagement in higher education: Theoretical perspectives and practical approaches for diverse populations*. Routledge.
- Lusser, R. N. & Hendon, J. R. (2013). *Human resource management: Functions, applications, skill development*. Sage.
- Milem, J. F., Chang, M. J., & Antonio, A. L. (2005). *Making diversity work on campus: A research-based perspective*. Washington, DC: Association of American Colleges and Universities. (pp. 2-20)
- Nadler, L. & Nadler, Z. (1991). *Developing human resources*. (3rd ed.). J-B.
- Page, S. E. (2007). *The difference: How the power of diversity creates better groups, firms, schools, and societies*. Princeton: Princeton University Press. (Ch. 1)

- Sias, P. M. (2009). *Organizing relationships: Traditional and emerging perspectives on workplace relationships*. Sage.
- Smith, D. G. (2012). Diversity: A bridge to the future? In M. N. Bastedo (Ed.), *The organization of higher education: Managing colleges for a new era* (pp. 225-255). Baltimore: Johns Hopkins University Press.

UNIVERSITY POLICY (subject to change)

CODES OF CONDUCT AND ACADEMIC HONESTY--The instructor and students in this course will adhere to the University's general Codes of Conduct defined in the *BGSU Student Handbook*. The Code of Academic Conduct (Academic Honesty Policy) requires that students do not engage in academic dishonesty. *Student Handbook, Academic Charter* B.II.H, Student Discipline Programs: (<http://bgsu.edu/downloads/sa/file15768.pdf>); (<http://www.bgsu.edu/offices/facsenate/page471.html>); (<http://bgsu.edu/offices/sa/studentdiscipline/index.html>)

DISABILITY POLICY--In accordance with the University policy, if the student has a documented disability and requires accommodations to obtain equal access in this course, he or she should contact the instructor at the beginning of the semester and make this need known. Students with disabilities must verify their eligibility through Accessibility Services; 372-8495, 38 College Park, <https://www.bgsu.edu/disability-services.html>.

RELIGIOUS HOLIDAYS--It is the policy of the University to make every reasonable effort allowing students to observe their religious holidays without academic penalty. In such cases, it is the obligation of the student to provide the instructor with reasonable notice of the dates of religious holidays on which he or she will be absent. Absence from classes or examinations for religious reasons does not relieve the student of responsibility for completing required work missed. Following necessary notification, the student should consult with the instructor to determine what appropriate alternative opportunity will be provided, allowing the student to fully complete his or her academic responsibilities. (*The Academic Charter*, B-II.G-4.b at: <http://www.bgsu.edu/downloads/bgsu/file919.pdf>).

STUDENT VETERAN--BGSU recognizes student veterans' rights when entering and exiting the university system. If you are a student veteran, please communicate with your instructor so reasonable accommodations can be made for absence when drilling or being called to active duty (<http://www.bgsu.edu/veteran/>).

UNIVERSITY CLOSURE--In most cases, the University will not close for winter conditions unless the Wood County Sheriff's Department declares a Level 3 emergency. Information about University wide closures is communicated by the Office of Marketing and Communications, which will notify the University Fact Line, local FM & AM radio stations and the four Toledo television stations (see [Weather Policy](#) for lists). For changes in individual class meetings, please refer to email postings by the instructor.

TITLE IX -- As per University and Federal understanding, I cannot extend to you confidentiality regarding Title IX concerns presented to me. I encourage you to understand this as well as know the resources available to you. See the following link for detailed information intended for your support. <https://www.bgsu.edu/bgsucares/title-ix/titleix-toolkit.html?deliveryName=DM499>

CLASSROOM & ACADEMIC MATTERS

CHANGE--The syllabus is a guide subject to evolving in-semester adjustments due to class size, student knowledge, feedback, university/faculty/student circumstances, emerging scholarship and developments, etc.

ATTEND--Class attendance and participation are mandatory: It is impossible to replicate unique classroom learning experiences; therefore, absence-related point reductions are applicable to abuses. Notify the professor in advance of absences, late arrivals, and early departures.

ON TIME & COMPLETE--Assignments must be submitted on time and complete in every aspect.

- Assignments are "late" when submitted after the class session or specific time when the assignment was due. Point reductions for "late" are two points for each partial day an assignment remains late.
- "Complete" means once an assignment is submitted there is no opportunity to revise or rewrite any/all of it.
- "Complete" means every required element of the assignment must be submitted. Submitted assignments that are missing required elements will be graded with significant point reductions for that shortcoming. Because assignments are to be complete, the professor will request a written addendum to provide only the missing

required elements within two days. This may slightly lessen but cannot entirely eliminate the original point reduction for an incomplete and late required element: Remaining reductions will be based on the quality of the addendum and that this required element was submitted “late.” The opportunity to submit an addendum is at the professor’s discretion (though consistently applied to all students with similar missing required elements) and a student may reject the opportunity.

WRITING & APA—

- Your writing must reflect scholarly characteristics and quality: Submissions that fall short of this mark will be accordingly graded. Draft, edit, re-write, seek writing center or peer advice, etc. to improve your writing for each assignment and as the semester progresses.
- APA is the required style; however, please follow this request for sustainable APA exceptions:
 - Use *I*-line spacing, *I*-inch margins, *12*-point font, *2*-sided printing, *I*-staple in upper-left corner
 - Type on the top of page 1 your name and assignment title (No cover page or running head)

SUBMISSIONS & COPIES--Submit electronically and in hard copy all assignments to the professor, and keep duplicates. For educational purposes, submit electronically all un-graded assignments to classmates.

QUALITY--All assignments and in-class participation must demonstrate ...

- *Literature as its basis,*
- *Very high written and/or verbal communication, and*
- *Higher order cognitive domain thinking* (Bloom):
 - **Evaluation--**Make judgments about the value of ideas or materials. [Highest order]
 - **Synthesis--**Build a structure or pattern from diverse elements; put parts together to form a whole, with emphasis on creating a new meaning or structure.
 - **Analysis--**Separate material or concepts into component parts so that its organizational structure may be understood; distinguish between facts and inference.

KNOWLEDGE, PEDAGOGY, PREPARATION

- The lead learner will set the bar high for expressed expectations and coaching levels.
- Students’ intellect, professional experience, and interests will shape the learning.
- A variety of instructional approaches and learning assessments will be utilized.
- Be literature-informed, thinking professionally and globally: No opinion, ignorance, myth, and localism.
- Be prepared with three or four contributions you can make to in-class active learning.

PROGRESS & GRADE--“Incomplete” grades are not available. This grade scale applies.

GRADE	QUALITY	RELATIVE GRADE: POINTS		
A’s	Excellence	A: 100-94		A-: 93-92
B’s	Good	B+: 91-90	B: 89-85	B-: 84-83
C’s	Below	C+: 82-81	C: 80-76	C-: 75-74
D’s & F’s	Expectations	D+: 73-72	D: 71-67	F: 66-0

PERSONAL ELECTRONIC DEVICE (PED) USE is restricted to enhance learning and limit distraction.

- *With approval/direction of the professor*, PEDs may be used for limited, in-class, course-specific Internet searches, access to readings, visual and audio communication for class work, recording, photos, and class access when rare circumstances limit in-person attendance.
- *Notes* are to be taken via means other than PEDs and the professor often distributes limited hard copies.
- Freely use PEDs before class, during the class break, and after class; otherwise, place them out of view.
- *General, personal, and duty emergencies* may route via HESA [(419)372-7382], colleagues, and BG alerts.
- *Exceptions* are made to accommodate certified disabilities and for arising reasonable circumstances.

REFRESHMENT--Class session duration suggests refreshment to support learning. Beverage/Food which do not distract teaching-learning are permissible. A 10 minute break will be scheduled: Please, stay on-task and on-time.

IDENTITY – Persons of all identities are welcome in this course. Therefore,

- Inform us of names by which you wish to be known and all will attempt to use them.
- All will not marginalize you regarding your identities: e.g. treat you as the representative of your identity; ignore you; disrespect you as a person as we hear, consider, and challenge your perspectives; etc.
- All will exercise scholarly professionalism respectful of persons, inclusive and just, exemplifying graduate learning and personal grace while challenging one another to learn, grow, and develop.

ASSIGNMENTS

#1

READING COMPLETION, UTILIZATION, & INTEGRATION (25 of 100 points)

Quality--In class, overtly utilize the literature in a meaningful way; asking questions, making contributing observations, backfilling presentations, challenging it, projecting real life applications, etc. Turn your reading into scholarly and professional exchanges.

Hints--All Required Reading (AAUP, Bess & Dee; Hendrickson, et. al.; literature provided by the professor) is included. Take notes and journal about what you read. Not all reading should be done to absorb every word and detail: In many cases it is more important to capture the major points, arguments, theories, player(s), culture, structure, values, etc. Consider how what you read is/may be related to other readings in and outside this course, preliminary examinations, and dissertations.

Measurement & Evaluation--

- **10 of the 25 points** -- Periodic in-class assessments will be conducted in response to recently assigned readings. Assessments are unannounced and will be open-note/journal (not open-book/article) written quizzes on the reading(s): However, students may use open-book/article for one in-class assessment. Each assessment will be initially noted as a full (+), half (½) or no (-) credit. This will be translated into points when the final number of assessments has been determined: e.g., if there are 5 total assessments each will be worth 2 of the 10 points; 2 points awarded for each +, 1 point awarded for each ½, and no points for a -.
- **10 of the 25 points** -- There will be periodic self-reports of having read or not read material. One self-report will be made in the middle and the second will be made at the end of the semester. The first self-report can be updated at the end of the semester to reflect the student's catching up on self-delayed reading.
- **5 of 25 points** -- Based on his observation of the student's quantitative and qualitative Utilization and integration of literature in the semester's class sessions, at the end of the semester points will be determined and awarded by the professor.

#2

CASE STUDY OF A SYSTEM'S GOVERNANCE & ORGANIZATION (35 of 100 points)

Purpose – Explore governance and organization literature and utilize it as a framework (theoretical, practical) for considering the context of one specific system of higher education, one in a state where you have not experienced higher education as a student or professional, and an institution in that system. You will be assigned one of these five very different systems and will be able to select a system institution of significance.

- California State University (CSU)
- Colorado Commission on Higher Education (CCHE)
- University System of Georgia (USG)
- Montana University System (MUS)
- State University of New York System (SUNY)
- Ohio University System (OUS)
- University of Wisconsin System (UWS)

Design –

- **Objective** -- Fully *describe*, *analyze*, and *evaluate* the system in terms of governance agreements and organizational arrangement (governance and organization).
- **Description Frameworks** – Use each of the following to frame your description:
 - Governance and organization between the system and the state (external)
 - Governance and organization within the system itself (internal)
 - Governance and organization between the system and an institution.
 - Governance and organization between the system and the faculty.

- **Analysis and Evaluation Frameworks** – Use the following Internet-located documents, information, data, media, etc. to frame your analysis and evaluation:
 - founding/framing and current system and campus governance and organization documents
 - descriptive and analytical state, system, campus, and faculty data
 - media coverage/articles about system, institution, and faculty governance and organization
- **Required Framing** -- Refer to the course matrix and literature as a framework for design and knowledge, and utilize *no less than 20 specific points of description, analysis, and evaluation from the literature*.
 - Structure, Context, and Culture through the lenses of Accountability, Agenda/Direction, Agency, Allocation, Authority, Climate/Environment, Compliance, Decision/Judgment, Finance, Oversight, Partnership, Policy, Polity, Process.
 - **A minimum of 20 notions, theories, frameworks, etc.** from the literature must be used to guide your examination relative to the course matrix.
- **Answer Two Questions** –
 - *How does the system’s governance agreements and organization arrangements impact campus governance and organization, and faculty governance and organization?*
 - *How would you improve the governance agreements and the organizational arrangements of the system to enhance educational and institutional accomplishment and improvement?*

Writing --

- **Style** -- The paper should be narrative, thematic, and lead to answering those two questions.
- **Documents** -- Copies of supporting documents should be attached (charter, organizational chart, etc.)
- **Hints**--The following will strengthen your ability to communicate what you learned.
 - Your main points must be;
 - informed by the literature;
 - in ascending order of emphasis -- description, analysis, and evaluation to improve, and;
 - main points are to be only minimally illustrated (if necessary) in the written document.
 - Physically highlight the **20** notions, etc. from course literature: Do not cite their sources in text the narrative portion of the document; rather, demonstrate that you comprehend and can use those notions.
 - Use an endnote system to insert additional thoughts.
 - Use a bibliography system to map your resources.
- **Length** –12 pages
 - Be pointed, clear, concise.
 - Pages 11-12 are for answers to the two questions, one page per question.

Paper & Presentation --

- **Paper** -- (30 of the 35 points) The entire case study document (pre-graded), will be sent to each member of the class to read one week prior to an in-class presentation/discussion/seminar led by you.
- **Presentation** -- (5 of the 35 points) must focus on what was observed and what was learned regarding governance agreements and organization arrangements (specific to the case and at a transcendent level). This is not a verbal re-presentation of what was in the paper, but an interactive engagement with it by all classmates ... a doctoral seminar ... where new thinking can be generated and engaged.

#3

CRITICAL BOOK REVIEW & PAPER (20 of 100 points)

Overview -- Select a book for approval on a topic of higher education governance agreements and/or organizational arrangements. Read to critically review the book. Write a paper to summarize the major points of the book, present a well-reasoned and thoughtful critique of it (emphasizing its theoretical underpinnings as well as its application in the contemporary context of American higher education), and make recommendations on how the concepts, content, and communication within the book could be improved. **The critique and recommendations must use 5 significant concepts covered in the course and those concepts must be physically highlighted.**

Detail -- Approximately three pages of the paper should be a summary of the major points/main content of value/relevance to American higher education organization and/or governance. The next three pages should be scholarly critique relative to governance and organization literature, theory, and best practice. The final page should be recommendations for governance and organization theory and practice. Papers (pre-graded) will be submitted to every class member a week in advance of an in-class student-led peer and faculty discussion of what was learned: A doctoral seminar.

Books -- The following books are pre-approved and other books (like some recommended above) may be presented for approval. From this list or elsewhere, all students must propose their book choice to the professor for pre-reading approval; because, there may be no duplication of book selections between students.

- Berquist, W. H. & Pawlak, K. (2008). *Engaging the six cultures of the academy: Revised and expanded edition of The Four Cultures of the Academy*. Jossey-Bass.
- Birnbaum, R. (1988 ... use latest edition). *How colleges work: The cybernetics of academic organization and leadership*. Jossey-Bass.
- Bolman, L. G. & Deal, T. E. (1991 ... use latest edition). *Reframing organizations: Artistry, choice, and leadership*. Jossey-Bass.
- Burke, J. C. & Associates. (2005). *Achieving accountability in higher education: Balancing public, academic, and market demands*. Jossey-Bass.
- Damrosch, D. (1995). *We scholars: Changing the culture of the university*. Cambridge: Harvard.
- Ingram, R. T. & Associates. (1993). *Governing independent colleges and universities: A handbook for trustees, chief executives, and other campus leaders*. Assoc. of Governing Boards of Universities & Colleges. J-B.
- Ingram, R. T. & Associates. (1993). *Governing public colleges and universities: A handbook for trustees, chief executives, and other campus leaders*. Assoc. of Governing Boards of Universities & Colleges. J-B.
- Lombardi, J. V. (2013). *How universities work*. Baltimore: Johns Hopkins University Press.
- Miller, M. T. & Caplow, J. (eds.) (2003). *Policy and university faculty governance*. Greenwich, CT: Information Age Publishing, Inc.
- Pierce, S. R. (2014). *Governance reconsidered: How boards, presidents, administrators, and faculty can help their colleges thrive*. Jossey-Bass.
- Schein, E. H. (1985 ... use latest edition). *Organizational culture and leadership*. Jossey-Bass.
- Tierney, W. G. & Lechuga, V. M. (2004). *Restructuring shared governance in higher education*. New Directions for Higher Education, no. 127. Jossey-Bass.

#4

GOVERNANCE OBSERVATION AND CRITICAL REFLECTION (20 of 100 points)

Attend and observe the entirety one public or invited meeting of **3** of these “governance” bodies; board, faculty senate, undergraduate senate, foundation, faculty union at the same institution. Incorporating **12 notions from governance literature and the course matrix**, submit a two-page critical reflection of each session (pages 1-2, 3-4, 5-6) and a two-page assessment of governance at that institution as seen through the totality of the observations (pages 7-8). Attach the institution’s charter, mission-vision-values statements, governance, and any meeting specific (agenda, reports, etc.) documents. Your observations and analyses will be shared with class members.

CAUTION: Attending too early in the course calendar will limit your powers of literature-informed observation.

CALENDAR

Topics and their order are subject to change with, as much as is possible, advance notice.

Date	Topic(s)	Required Reading	Due
8/30 W1 L1	Course Orientation Terminology Syllabus	Syllabus (in-class)	
FIVE THEORETICAL WEEKS			
9/6 W2 L2	Colleges/Universities as Organizations	Bess & Dee (Ch. 1 & 2) Baldrige , 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. Hendrickson (Ch. 2 & 11) Academic Organization	
9/13 W3 L3	Approaches to Organizational Analysis and Systems Theory	Bess & Dee (Ch. 3 & 4)	
9/20 W4 L4	Organizational Environments and Organizational Design	Bess & Dee (Ch. 5 & 6) Birnbaum , R. (2000). The life cycle of academic management fads. <i>The Journal of Higher Education</i> , 71, 1-16.	
9/27 W5 L5	Bureaucratic and Human Relations Models	Bess & Dee (Ch. 7 & 8) Weick , K. E. (1976). Educational organizations as loosely coupled systems. <i>Administrative Science Quarterly</i> , 21(1), 1-19.	
10/4 W6 L6	Organizational Culture	Bess & Dee (Ch. 11) Clark , B. R. (1986). The organizational saga in higher education. In M. W. Peterson (Ed.), <i>Organization and governance in higher education</i> (ASHE Reader Series, 3rd ed., pp. 36-41). Lexington, MA: Ginn Custom Publishing. 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> (ASHE Reader, 5th ed., pp. 16-35). Boston: Pearson.	
FIVE APPLIED WEEKS			
10/11 W7 L7	Shared Governance #1: Faculty #1	AAUP Background: xi-xxi Freedom, Tenure, Process: 1-67, 79-105 Institution: 115-134, , , Money: 287-308 Bargaining: 321-329 Investigation: 393-398 Hendrickson (Ch. 13) Faculty	
10/18 W8 L8	Shared Governance #2: Faculty & Students	AAUP Students: 379-390. 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). J-B. Langdon , E. A. (2005). Student governance and leadership. In Ackerman, Werner, & Vaccaro (Eds.),	

		<p><i>Student freedom revisited: Contemporary issues and perspectives</i> (pp. 135-149). NASPA.</p> <p>Minor, J. T. (2004). Understanding faculty senates: Moving from mystery to models. <i>The Review of Higher Education</i>, 27, 343-363.</p> <p>Vaccaro, L. (2005). Campus subcultures and the emergence of student freedom in American higher education. In Ackerman, Werner, & Vaccaro, (Eds.), <i>Student freedom revisited: Contemporary issues and perspectives</i> (pp. 29-38). NASPA.</p>	
10/25 W9 L9	Accreditation and State Government	<p>Eaton, J. S. (2009). Accreditation in the United States. In P. M. O'Brien (Ed.), <i>Accreditation: Assuring and enhancing quality</i> (New Directions for Higher Education, no. 145, pp. 79-86). Jossey-Bass.</p> <p>Brittingham, B. (2009). 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</i> (New Directions for Higher Education, no. 145, pp. 7-27). Jossey-Bass.</p> <p>Christakis, M. N. (2009). Gubernatorial authority and influence on public higher education. <i>Review of Higher Education</i>, 33, 95-117.</p> <p>Hendrickson (ch. 5) Government</p> <p>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). Jossey-Bass.</p>	READING 1
11/1 W10 L10	Boards of Trustees, Presidents, and Structures	<p>Freedman, J. O. (2004). Presidents and trustees. In R. G. Ehrenberg (Ed.), <i>Governing academia</i> (pp. 9-27). Ithaca, NY: Cornell University Press.</p> <p>Bastedo, M. N. (2009). Conflicts, commitments, and cliques in the university: Moral seduction as a threat to trustee independence. <i>American Educational Research Journal</i>, 46, 354-386.</p> <p>Hendrickson (Ch. 9 & 10) Trustees & Presidents</p> <p>Kaplan, G. (2004). Do governance structures matter? In W. Tierney, & V. Lechuga, (Eds.), <i>Restructuring shared governance in higher education</i> (New Directions for Higher Education, no. 127, pp. 23-34). J-B.</p>	
11/8 W11 L11	Organizational Learning and Reasoning	<p>Levitt, B., & March, J. G. (1988). Organizational learning. <i>Annual Review of Sociology</i>, 14, 319-340.</p> <p>Heath, C., Larrick, R. P., & Klayman, J. (1998). Cognitive repairs: How organizational practices can compensate for individual shortcomings. <i>Research in Organizational Behavior</i>, 20, 1-37.</p>	BOOK REVIEW
FOUR SEMINAR WEEKS			
11/15 W12 L12	Critical Book Review Seminar	Peers' Book Reviews	CASE PAPER
11/22 W13		THANKSGIVING	
11/29 W14	Case Seminar, part 1 * OUS	OUS Case Paper	GOVERN. REFLECT.

L13	* MUS * CSU * USG	MUS Case Paper CSU Case Paper USG Case Paper	PAPER
12/6 W15 L14	Case Seminar, part 2 * CCHE * UWS * SUNY Governance Seminar	CCHE Case Paper UWS Case Paper SUNY Case Paper Reflection of Observation Papers	READING 2
12/13 W16 L15	“Improve the Future of Improve Governance and Organization” Seminar		