HIED 7110 Governance & Organization of Higher Education
Fall 2018 (Thursdays, 4:30-7:20PM), 3 Credits
Dr. Kenneth W. Borland, Jr., Professor
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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/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.
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.

- **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

**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.

**Budget/Finance**


**Change/Decisions/Planning**


Enrollment & Student Success


Noel, L., et. al. (1985). Increasing student retention: Effective programs and practices for reducing the dropout rate. J-B.


**Environment**

• Chism, N. V. N. & Bickford, D. J. (Eds.). (2002). *The importance of physical space in creating supportive learning environments*. J-B.


• McDonald, W. M. & Assocs. (2002). *Creating campus community: In search of Ernest Boyer’s legacy*. J-B.


**Leadership**


**Personnel & Diversity**


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/title-ix/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 1-line spacing, 1-inch margins, 12-point font, 2-sided printing, 1-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.

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<thead>
<tr>
<th>GRADE</th>
<th>QUALITY</th>
<th>RELATIVE GRADE: POINTS</th>
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<tbody>
<tr>
<td>A’s</td>
<td>Excellence</td>
<td>A: 100-94</td>
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<tr>
<td>B’s</td>
<td>Good</td>
<td>B+: 91-90</td>
</tr>
<tr>
<td>C’s</td>
<td>Below</td>
<td>C+: 82-81</td>
</tr>
<tr>
<td>D’s &amp; F’s</td>
<td>Expectations</td>
<td>D+: 73-72</td>
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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:
  o Governance and organization between the system and the state (external)
  o Governance and organization within the system itself (internal)
  o Governance and organization between the system and an institution.
  o 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:
  - 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.

**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.


#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.

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<thead>
<tr>
<th>Date</th>
<th>Topic(s)</th>
<th>Required Reading</th>
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<tbody>
<tr>
<td>8/30 W1 L1</td>
<td>Course Orientation &lt;br&gt;Terminology &lt;br&gt;Syllabus</td>
<td>Syllabus (in-class)</td>
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**FIVE THEORETICAL WEEKS**

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<tr>
<th>Date</th>
<th>Topic(s)</th>
<th>Required Reading</th>
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<tr>
<td>9/13 W3 L3</td>
<td>Approaches to Organizational Analysis and Systems Theory</td>
<td><strong>Bess &amp; Dee</strong> (Ch. 3 &amp; 4)</td>
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<tr>
<td>9/27 W5 L5</td>
<td>Bureaucratic and Human Relations Models</td>
<td><strong>Bess &amp; Dee</strong> (Ch. 7 &amp; 8) &lt;br&gt;<strong>Weick, K. E.</strong> (1976). Educational organizations as loosely coupled systems. <em>Administrative Science Quarterly</em>, 21(1), 1-19.</td>
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**FIVE APPLIED WEEKS**

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<tr>
<th>Date</th>
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<th>Required Reading</th>
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<tr>
<td>10/11 W7 L7</td>
<td>Shared Governance #1: Faculty #1</td>
<td><strong>AAUP</strong> Background: xi-xxi &lt;br&gt;Freedom, Tenure, Process: 1-67, 79-105 &lt;br&gt;Institution: 115-134, , , &lt;br&gt;Money: 287-308 &lt;br&gt;Bargaining: 321-329 &lt;br&gt;Investigation: 393-398 &lt;br&gt;<strong>Hendrickson</strong> (Ch. 13) Faculty</td>
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<td>Date</td>
<td>Reading/Activity</td>
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<td>10/25</td>
<td>Accreditation and State Government</td>
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<td>Hendrickson (ch. 5) Government</td>
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<td>11/1</td>
<td>Boards of Trustees, Presidents, and Structures</td>
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<td></td>
<td>Hendrickson (Ch. 9 &amp; 10) Trustees &amp; Presidents</td>
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<td>11/8</td>
<td>Organizational Learning and Reasoning</td>
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<td>BOOK REVIEW</td>
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<td>11/15</td>
<td>Critical Book Review Seminar</td>
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<tr>
<td>W12</td>
<td>Peers' Book Reviews</td>
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<tr>
<td>L.12</td>
<td>CASE PAPER</td>
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<td>11/22</td>
<td>THANKSGIVING</td>
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<td>W13</td>
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<td>11/29</td>
<td>Case Seminar, part 1 * OUS</td>
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<tr>
<td>W14</td>
<td>OUS Case Paper</td>
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<td>GOVERN. REFLECT.</td>
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<td>L.13</td>
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<td>L.14</td>
<td>L.15</td>
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<tr>
<td>* MUS * CSU * USG</td>
<td>Case Seminar, part 2 * CCHE * UWS * SUNY</td>
<td>“Improve the Future of Improve Governance and Organization” Seminar</td>
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<tr>
<td>MUS Case Paper CSU Case Paper USG Case Paper</td>
<td>CCHE Case Paper UWS Case Paper SUNY Case Paper</td>
<td>Reflection of Observation Papers</td>
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**PAPER**

**READING 2**