Course Description:

An overview and examination of the structure of higher education in the United States and area universities and colleges, governance systems and mandates, and the role of shared faculty governance.

Course Objectives:

Students will:

1. Discuss how higher education institutional missions are influenced by affiliations, control, policies, and stakeholders.
2. Describe the diversity of how higher educational institutions are organized, structured and governed.
3. Explore how organizational cultures influence institutions of higher education.
4. Analyze two institutions in depth based on the literature about the organization and governance of higher education.
5. Demonstrate appropriate use of APA standards for writing.

Course Policies:

1. Attendance is expected at all class sessions.
2. Participation in class and/or online discussion is required.
3. Assignments are due in class or online as posted. Late work may be subject to a grade reduction.
4. Policies on Academic Dishonesty, Harassment, and Disruptive Student Behavior are fully applicable for this course.
5. Students with any type of recognized and confirmed disability that would require accommodations in assignments or assessment practices should provide written notification to the instructor by no later than 48 hours prior to an expected accommodation. Students are responsible for providing an accommodation letter prepared by Disability Support Services.

Office Hours: Office hours will be posted. Appointments may be scheduled at other times.

Class Modalities
The class may utilize face-to-face meetings, Blackboard activities, and other audio, video, and digital technologies to facilitate ongoing discussion, reflection, and professional growth. The number and sequencing of each modality during the semester will depend upon student and instructor needs, topics, and the effectiveness of the delivery of specific content. The class load will be equivalent to a traditional once-per-week meeting fifteen times during the semester.

**Required Textbooks:**


**Assignments**

**Guidelines for weekly reports (9 @ 5 points each, 45 points total)**

1. Summarize current “happenings” or issues in higher education from the Chronicle of Higher Education each week that seem particularly relevant/interesting to you.
2. Select at least two articles for further reflection and for each of these answer the following:
   a) Why did the happening or issue grab your attention?
   b) How is the issue significant for the institution in which you reside or adopt?
   c) What are the policy and potential legal implications of the issue for your institution, particularly for those in decision-making roles?
3. Observe the principles of good writing as enunciated by APA.
4. Keep the length between 1.5 and 2 pages, double spaced. (It can be longer if the topic or topics provoke a lengthier reflection.)
5. If you are using the digital version of the Chronicle, copy and paste an electronic copy of the articles referenced. This is not included in the page count.
Final Current Issues Reflections Guidelines (1 for 10 points)

1. Summarize the common threads that appear in your weekly reflection papers.
2. Speculate on why you believe these were important themes for you.
3. Consider what the implications of these threads will have on your work in higher education.
4. Observe the principles of good writing as enunciated by APA.
5. Keep the length between 1.5 and 2 pages, double spaced. (It can be longer if the topic provokes a lengthier reflection.)

Due: Final class meeting

Rubric: Critical Thinking

In-Class Case Discussions (2 @ 25 points each, 50 points)
You will be expected to lead two class discussions or activities designed to explore issues related to the topics for that week. (These will be assigned individually or to small groups depending upon the size of the class.)

If you are responsible for leading an exploration, you (and your collaborators) will
a. create a discussion prompt or activity that will promote reflections and a conversation about the topics assigned to you.
b. send me your prompt or activity at least two days prior to class.
c. conduct the exercise in class:
   keep the group focused on exploring the theories
   encourage participation by all
d. submit to me your input about each student’s preparation and participation grade based on the class participation rubric

Rubric: Class Activity

Rubric: Class Participation

Due: As announced

Institutional Analysis
To further explore the course concepts, you study two institutions of higher education in detail, including interviewing the presidents of both. This exploration may be done individually, with a partner, or in small groups, depending upon the size of the class. There will number of components for this project, the main ones being the two interviews, an in-class presentation about the interviews, a paper comparing and contrasting the institutions, and an in-class presentation about the findings.

Presidential Interviews and Presentation Guidelines (100 points)
In order to get an in-person perspective of the institutions, you will interview the presidents of each. Prior to conducting your first interview you will need to complete IRB training and submit a draft interview protocol (see below). Steps to follow.

1. Conduct a review of the topic, as presented in scholarly works and journals, that may be relevant to the person you are interviewing. (You should have at least five citations related to the interviews. These can come from the class reading list.)
2. Interview a relevant administrator.
3. Present your findings to the class.
   a. Introduction and review of the literature.
   b. A summary of the interview protocol, questions, background of the person interviewed, and the institution he/she represents, including its Carnegie classification.
   c. Findings
      i. Summarize the interview.
      ii. Identify the major themes emerging from the interview as they relate to the literature. The themes must be explicitly explained and supported by the interview data.
   d. Discussion of the findings
      i. Speculate why the issues are significant for the institution in which you reside.
      ii. Explain the implications of the issues for your institution, particularly for those in decision-making roles?

The presentation should be interactive and engage class (make the presentation a learning experience for the class) and include handouts.

Keep the length of the presentation about 30 minutes.

Rubric: Presentation

Due: Week 12 (Components due as announced)

Human Subjects Training
If you have not done so, complete IRB training for Social & Behavioral Research Investigators (Human Subject Research) prior to your first interview. Provide documentation of completion.

http://oric.research.wvu.edu/human_subjects_research_and_the_irb/human_subject_training

Due: Week 2

Interview Protocol
“The purpose of interviewing, then, is to allow us to enter into the other person’s perspective. Qualitative interviewing begins with the assumption that the perspective of others is meaningful, knowable, and able to be made explicit. We interview to find out what is in and on someone else’s mind, to gather their stories (Patton, 2005).”

The first phase of the interview serves to establish rapport with the interviewee and provide an overview of the interview. It should address such things as who you are, why you are conducting the interview, why you selected the person to interview, what will happen with the results, the extent to which the results will be “published,” that participation is voluntary, and permission to use the interviewees’ identify in the report. You should also explain that they are free to not answer questions.

You should have two general types of open-ended questions: Guide questions designed for background, e.g. experience of the interviewee, and guide questions designed to explore the topics you want to explore. You can end with a closing question, such as “Is there anything you want to add?”

**Institutional Analysis Paper (150 points)**
Sections of the paper will be as follows:

1. Institutional Descriptions including:
   - Carnegie Classification
   - Mission
   - Goals and/or Objectives
   - Policies
   - Programs
   - Curricula
   - Accreditation(s)
   - Students
   - Administrative Structure
   - Control
   - Governance
   - Culture

2. Leadership (Interview Write-ups)
3. Comparison and Contrast
4. Conclusions and Discussion
5. References
Observe the principles of good writing as enunciated by APA, including double spacing and running headers.

Keep the length of the paper about 15-20 pages, double spaced.

Rubric: Inquiry and Analysis

Due: Week 13 (Components due as announced)

**Institutional Analysis Presentation (40 points)**

You will present the majoring points of the paper. As with the presidential interview presentations, the presentation should be interactive and engage class (make the presentation a learning experience for the class) and include handouts.

Keep the length of the presentation 30 minutes.

Rubric: Presentation

Due: Week 14 (Components due as announced)

**Class Participation (15 @ 4 points each, 60 points)**

Participation in class is required.

Rubric: Class Participation

**Points**

In-Class Discussion Leadership (50 points)

Presidential Interviews and Presentation (100 points)

Institutional Analysis Paper (150 points)

Institutional Analysis Presentation (40 points)

Class Participation (60 points)

**Grading Scale:**

<table>
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<tr>
<th>Points</th>
<th>Grade</th>
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<tbody>
<tr>
<td>400 - 360</td>
<td>A 90 – 100%</td>
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<tr>
<td>359 - 320</td>
<td>B 80 – 89%</td>
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<tr>
<td>319 - 280</td>
<td>C 70 – 79%</td>
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<tr>
<td>279 - 0</td>
<td>F Below 70%</td>
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**Schedule:**
<table>
<thead>
<tr>
<th>Week of</th>
<th>Assignments</th>
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| Week 1   | Introductions and Course Organization  
Organization Theory and Complex Organizations Bess and Dee Vol I Chapters 1 and 2  
ASHE Reader Chapters 1, 2, and 35 |
| Week 2   | Organizational Analysis and Systems Theory  
Bess and Dee Vol I Chapters 3 and 4  
ASHE Reader Chapters 8, 10, and 19  
IRB Training Complete |
| Week 3   | Organizational Environments and Design  
Bess and Dee Vol I Chapters 5 and 6  
ASHE Reader Chapters 44, 45, and 68  
Interview Protocol  
Institutions Selected |
| Week 4   | Bureaucratic Forms and Organizational Forms  
Bess and Dee Vol I Chapters 7 and 8  
ASHE Reader Chapters 4, 5, and 43 |
| Week 5   | Workplace Motivation and Human Relations  
Bess and Dee Vol I Chapters 9 and 10  
ASHE Reader Chapters 21, 22, and 37 |
| Week 6   | Organizational Culture and Shared Governance  
Bess and Dee Vol I Chapter 11  
ASHE Reader Chapters 19, 23, 13, 17, 71  
Interview One |
| Week 7   | Conflict and Power in Organizations and Shared Governance  
Bess and Dee Vol II Chapters 2 and 3  
ASHE Reader Chapters 3, 7, 11, and 18 |
| Week 8   | Organizational and Individual Decision Making and Shared Governance  
Bess and Dee Vol II Chapters 4 and 5  
ASHE Reader Chapters 6, 38,  and 52 |
| Week 9   | Organizational Learning and Strategy  
Bess and Dee Vol II Chapters 6 and 7  
ASHE Reader Chapters 31, 32, and 34  
Interview Two |
<p>| Week 10  | Organizational Goals and Change |</p>
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<tr>
<th>Week</th>
<th>Topics</th>
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<tr>
<td>Week 11</td>
<td>Bess and Dee Vol II Chapters 8 and 9&lt;br&gt;ASHE Reader Chapters 20, 39, 69</td>
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<td>Leadership&lt;br&gt;Bess and Dee Vol II Chapters 10&lt;br&gt;ASHE Reader Chapters 25, 26, 27, 29, and 30</td>
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<tr>
<td>Week 12</td>
<td>Interview Presentations</td>
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<tr>
<td>Week 13</td>
<td>Institutional Comparisons Paper&lt;br&gt;Interview Presentations (if necessary)</td>
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<td>Week 14</td>
<td>Institutional Comparison Presentations</td>
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<td>Week 15</td>
<td>Institutional Comparison Presentations</td>
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