COLLEGE OF EDUCATION

COURSE SYLLABUS: Governing Colleges and Universities

Spring Semester 2010

Wednesday Evenings in Room Cooper 206

Course Prefix and Number: EDH 7633

Course Title: Governing Colleges and Universities

Regular Instructor(s): William H. Young

Course Prerequisites (if any): Basic Higher Ed Courses should be taken prior to this course

Course Description:
This course is for Students who are current or prospective university or community college faculty, administrators, researchers and/or policy analysts. Students will examine and compare existing state and local college and university governance structures. Demographic, social, legal, financial, and planning issues and forces that effect how colleges and universities are governed will also be explored. Academic and Administrative Unit Governance within institutions of Higher Education will be highlighted. Policy analysis and research will be explored as it relates to governance in higher education.

Course Goals and Objectives:
At the end of the course, the student will be able to:
1. Explore the ways in which the federal and state role affects the governance of colleges and universities and how that role has been changing.
2. Understand the main features of the four major types of state governance structures as developed by Richardson, Reeves, Callan, and Finney (1999), and their strengths and weaknesses.
3. Explain the impact of external and internal stakeholders in higher education upon the governance of higher education including business and industry and the health care delivery system.
4. Describe the different possible governance structures of higher education at the multi-campus and campus level, including the unique concept of “shared governance” and its strengths and weaknesses
5. Analyze a departmental shared governance document to determine the role of faculty in institutional governance.
6. Analyze an academic unit Constitution to determine the unit’s duties and responsibilities in shared governance.
7. Articulate the role of unions in higher education governance.
8. Describe the role of new educational delivery systems, computers in research and web based communications in institutional governance.
9. Determine the impact of tenure on institutional governance.
10. Determine how institutional “status” plays a role in governance.

Content Outline/Topics:
- Course Introduction
- The Use of Institutional and Academic Unit Constitutions and Shared Governance Documents in Academic Program Governance
• The Role of New Educational Program Delivery Systems, Web-Based Research Administration, and Institutional Effectiveness Initiatives on Institutional Governance
• The Role of Unions and Collective Bargaining in Institutional Governance
• The Different Governance Structures utilized in Higher Education – The Four Major types used at the state level in the USA.
• The Impact of External Stakeholders in Institutional Governance/Politics
• The Role of the Federal Governance in Higher Education Governance
• Differences in University and Community College Governance
• The Politics of Governance in Higher Education
• The Roles of the Institutional Board of Trustees and the President in Institutional Governance
• The Impact of Targeted Fund Raising on Institutional Governance
• The Impact of Merit Pay and Incentive Pay Systems on Faculty Governance
• The Rise of Football and Other Institutional Marketing Systems on Institutional Politics/Governance

Evaluation of Student Outcomes:
1. Participation (15 points). Students will find this course to be quite demanding in terms of substantive participation through scholarly discussion, reading, and writing. If a student knows that s/he will likely miss most or all of three class sessions (20% of the class meeting time), s/he should consider enrolling in the course in a different semester. The instructor does recognize, however, that students also juggle personal and professional lives and accommodations for unexpected emergencies and conflicts are possible. If at all possible, students are asked to notify the instructor ahead of time if they absolutely must miss part of all of a class. Accommodations for missing a class may be negotiated with the instructor, such as writing a scholarly paper on the scheduled topic(s), due 2 weeks after the class that was missed. Another accommodation can be the possibility of a lower grade.

2. Scholarly project and paper (50 points). Student will select a governance topic that relates to either the community college or the university. It can be a topic closely aligned with the course topics. The project/paper topic will be determined with the approval of the instructor and should be of relevance to the student and be within the scope of the student’s work and/or background topics.

For example a student could select two states in addition to Florida for an in-depth review of these states’ governance structures. In addition to providing an overview of each state’s governance structure using one of the typologies discussed in class, students could analyze the pro’s and con’s of each state’s governance structure in the context of one of the four major work processes of higher education (budget development, program approval, information management, or transfer and articulation). Students would need to review relevant economic, social/political, historical, geographic, and environmental characteristics that may affect how colleges and universities are governed in these states (e.g. a large immigrant and first-generation college student population, greater percentages of younger students than the national norm, one or two big urban campuses but mostly smaller rural campuses, a strong history of private colleges, etc.). Information could be obtained from a variety of sources by perusing state web sites or the web sites of national organizations and agencies, the college catalogs of some of the better-known and lesser-known campuses in that state, telephoning faculty and administrators at the various state agencies and campuses. In addition to describing the underlying structure and organization of the system of higher education, students could investigate any current issues and/or problems. The Chronicle of Higher Education Almanac edition is helpful, as are the various web sites listed in this syllabus.) Information from class readings and discussions should also be helpful.
Each student will present his/her findings to the class in an oral presentation that is to last no more than one half hour. Students should notify the instructor at least one week in advance if they need to use Power Point, the Internet, and other graphic media to present findings. The presentation will be followed by a question-and-answer session involving the whole class and the instructor.

The papers should demonstrate graduate level writing skills following the 4th edition of the American Psychological Association (APA) style manual (1994) or the online version. Papers should not exceed 15 typed pages. A minimum of 8 citations/references are required and at least 5 of the 8 sources should come from scholarly books or journals. The remaining 3 may come from a variety of sources (non-journal ERIC documents, internet sources properly cited, personal interviews).

3. Web site, Journal/Research Article, or Book Chapter Reviews (7 reviews @ 5 points each = 35 points). Each student will prepare and discuss in class at least 2 web site and 5 journal/research articles or book chapters for discussion in class. A brief one-page paper should be submitted to the class electronically no later than 1 week prior to the discussion and, for journal article reviews and book chapters, should include 1-2 sentences about the authors’ fields of study and institutional affiliations; a summary of the main points; a critique of the author’s viewpoints in the context of other readings or class discussions; and an evaluation of whether the article, chapter or research report would be important to practitioners (e.g. your recommendation regarding the value of the book or research article).

Grading Criteria:

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<th>Component</th>
<th>Points</th>
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<tr>
<td>Participation</td>
<td>15</td>
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<tr>
<td>Scholarly Project and Paper, including Oral Presentation</td>
<td>50</td>
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<tr>
<td>Content</td>
<td>30</td>
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<tr>
<td>Synthesis w/course info</td>
<td>10</td>
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<tr>
<td>References &amp; Sources</td>
<td>5</td>
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<tr>
<td>APA and Writing</td>
<td>5</td>
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<tr>
<td>Web site/Article Reviews (2 sites and 5 research articles)</td>
<td>35 points (5 points each)</td>
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<td>Total</td>
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Grades for all written assignments will be based primarily on the substantive content of the work. Accuracy, clarity, logic, conciseness, and completeness of the writing, as well as appropriate documentation for materials cited, will also be considered in determining the grade.

A regular letter grading scale is used, including plus or minus: 100-92=A, 91-90=A-, 89-88=B+, 87-82=B, 81-80=B-, 79-78=C+, 77-72=C, 71-70=C-, 69-68=D+, 67-62=D, 61-60=D-, 59 and below =F

Textbook(s) and Readings:

Required Course Texts:
- Governance in the Community College - Cloud & Kater—ISBN 978-0-470-32134-8

Course Texts for use in the Project:

2) **Measuring Up 2000. The State-by-State Report Card for Higher Education,** (2000), San Jose, California: The National Center for Public Policy and Higher Education. The entire report is available on-line and you can download it free through Adobe Acrobat Reader. (To order a hard copy: 1-888-269-3652 or e-mail at http://www.highereducation.org)

3) Course Reader: Available at Pro-Copy, 5219 E. Fowler Avenue, Tampa, FL, telephone: 988-5900 e-mail: www.pro-copy.com to include the following required readings:

- Understanding the competitive environment of the postsecondary knowledge industry, (Chapter 1), Peterson, M.W. and Dill, D.D. In Peterson, Dill & Mets, (1997), Planning and management for a changing environment, San Francisco: Jossey-Bass:
- Commissioner’s Blue Ribbon Committee on Education Governance. “Recommendations to the Commissioner of Education.” Tallahassee: Florida Department of Education. (February 2000).
- Additional hand-outs from web sites and newspapers on Florida’s governance restructuring, including the legislative web site.
http://www.highereducation.org), or you can order the full report at either the web address or 1-888-269-3652.


**Instructional methods and additional requirements.**

Students will be expected to engage in in-class discussions, team or group projects and activities, problem-solving sessions, and a substantial amount of in-class discussion. Where appropriate, the instructor may provide “mini-lectures” on new material, accompanied by Power Point demonstrations that the instructor also sends to students via e-mail.

All students should have access to a computer and computer skills that are sufficient to allow them to participate in interaction with the instructor and fellow students. Topics and outlines of papers, for example, should be submitted electronically to the instructor for on-line review and comments. Students will need access to a personal computer with an internet connection through a navigator such as Netscape Navigator 4.0 or Internet Explorer 4.0.

**Additional Texts and/or Readings:**


2) Waler, Carolyn; Coble, Ran; Scharer, Joanne; and Giamportone, Susan. Governance and Coordination of Public Higher Education in All 50 States. Raleigh, North Carolina: The North Carolina Center for Public Policy Research.

Students may also want to review monographs and research reports from associations and organizations, such as the State Higher Education Executive Officers (SHEEO), the Association of Governing Boards (AGB), American Council on Education (ACE), the Education Commission of the States (ECS), the National Center for Higher Education Management Systems (NCHEMS), the National Center for Public Policy and Higher Education, the U.S. Dept. of Education National Center for Education Statistics (NCES), etc.

**Web-Sites that relate to Governing Colleges and Universities:**

- American Association of Community Colleges  http://www.aacc.nche.eu/
- The College Board  http://www.collegeboard.org/
- The Education Commission of the States  http://www.ecs.org/ecs/ecsweb.nsf
- The League for Innovation in the Community College  http://www.league.org/
- Midwestern Higher Education Commission  http://www1.umn.edu/mhec/
- The National Center for Higher Education Management Systems  http://www.nchems.com
Policy on Academic Misconduct
This class will follow the procedures for academic misconduct set by the University of South Florida. Substantive and procedural due process will be afforded students charged with violations of cheating, plagiarism, fabrication, and misrepresentation.

Plagiarism
Plagiarism involves borrowing someone else’s words and writing them as your own. Plagiarism is wrong and will not be tolerated. See the American Psychological Association (APA) manual for a discussion of plagiarism and how to recognize it. Because it can be confusing to make decisions about how and when to quote and how much paraphrasing is allowable, please read the section on plagiarism in the APA manual and also the section in the USF Graduate Handbook. **Plagiarism on papers for this course will result in an “F” grade on the paper, which is 50% of the course grade.**

Statement on Equal Treatment and Disabilities
The instructor and students will act with integrity and engage in equitable and respectful verbal and nonverbal behavior with respect to differences of any kind including age, gender, race, disability, or religion.

A student should notify the instructor in writing or by e-mail within the first week if one needs a reasonable accommodation for a disability for this course. The instructor must receive a letter from USF Office of Student Disability Services within one week of the request. The Student Disability Services office is located in the Student Services Building, Room 1133 on the Tampa campus, telephone 813-974-4309. Additional resource information on accommodations is available through the USF Graduate Catalog.

Religious Observances
If a section of this course includes an in-person meeting, students should notify the instructor in writing or by e-mail within the first two weeks of any announced meeting that the students will not be attending class for religious reasons.

References Used to Develop this Syllabus


