UNIVERSITY OF NEVADA, LAS VEGAS

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY & HIGHER EDUCATION


ACADEMIC GOVERNANCE IN HIGHER EDUCATION

EDH 742


INSTRUCTOR:


OFFICE:
MAILBOX:

OFFICE HOURS:

TELEPHONE:
FAX:

EMAIL:

# ACADEMIC GOVERNANCE IN HIGHER EDUCATION
## EDH 742

## COURSE DESCRIPTION & OBJECTIVES

The intent of this course is to provide advanced graduate students focusing on the field of higher education the opportunity to study in depth issues of governance in colleges and universities. Governance is essentially the distribution of authority for decisions. Authority for decision-making is shared on campuses, and although campuses differ markedly in how authority is distributed, any given issue may involve members of the Board, administrators, faculty, and students as well as external entities such as alumni, donors, and accrediting agencies.  Through the scholarly literature and an examination of a university system-wide case study, students in this course will identify and evaluate mechanisms and means through which governance is accomplished.

Specifically, each student is expected to display a reasonable level of achievement in meeting each of the following objectives:

1. To demonstrate an ability to think critically and comprehensively about the history and role of governance in the administration of colleges and universities;
2. To be able to articulate the reasons that academic governance processes are criticized by both internal and external stakeholders;
3. To demonstrate a working knowledge of such concepts as shared governance, professional and institutional autonomy, academic freedom, administrative and professional authority, legal authority, and public accountability.
4. To understand the contribution of empirical research to efforts to identify optimum governance strategies.
5. To apply a framework for examining governance mechanisms to an actual case study.

## REQUIRED TEXTS

Hendrickson, R.M., Lane, J.E., Harris, J.T., & Dorman, R.H. (2013). Academic leadership and governance of higher education. Sterling, VA: Stylus.

Required readings will be assigned from these texts, articles handed out in class, as well as from other sources available through Web Campus (Blackboard Learn). Extensive and careful reading is essential to this course. You are urged to read ahead, read beyond required assignments, and bring other literature to the attention of the class. The reference lists in the texts provide excellent guides for identifying additional resources.

Additional References:

Bastedo, M.N. (Ed.) (2012). *The organization of higher education.* Johns Hopkins University Press.

Birnbaum, R. (1988). *How colleges work: The cybernetics of academic organization and leadership*. San Francisco: Jossey-Bass.

Bowen, W.G., & Tobin, E.M. (2015). *Locus of authority: The evolution of faculty roles in the governance of higher education*. Princeton University Press, Princeton: NJ.

Brown, II, C. M., Lane, J.E., & Zamani-Gallaher (Eds.). (2010). *Organization and governance in higher education* (6th Edition). ASHE Reader Series. Pearson Publishing, Boston: MA.

Eckel, P.D. (Ed.). (2006). *The shifting frontiers of academic decision making: Responding to new priorities, following new pathways*. American Council on Education, Praeger Publishing.

Ehrenberg, R.G. (Ed.). (2004). *Governing academia*. Cornell University Press.

Harris, R.A. (2001). *The plagiarism handbook: Strategies for preventing, detecting, and dealing with plagiarism*. Los Angeles, CA: Pyrczak Publishing.

Lake, P.F. (2011). *Foundations of higher education law & policy: Basic legal rules, concepts, and principles for student affairs*. NASPA-Student Affairs Administrators in Higher Education, Washington, DC.

Miller, M.T., & Murry, J.W. (Eds.) (2011). *Staff governance and institutional policy formation.* Information Age Publishing, Inc.

Mortimer, K.P., & O'Brien Sathre, C. (2010). *The art and politics of academic governance*. American Council on Education, Rowman & Littlefield Publishing.

Olson, G.A. (2013). A creature of our own making: Reflections on contemporary academic life. Suny Press, Albany: NY.

Tierney, W.G. (Ed.). (2006). *Governance and the public good*. State University of New York Press.

## REQUIREMENTS FOR EVALUATION

**CLASS ATTENDANCE:** Since class discussion is an important part of this course, students are expected to attend and participate fully in every class session. At the graduate level it should not be necessary to establish a class absence policy. You are reminded that one absence in this class is equal to two (or one entire week) of a class which meets two times a week. More than two absences or arriving late to class could affect your grade. Students who are not able to attend class are asked to notify me prior to their absence and are responsible for obtaining any class materials or notes from another student. If a student is absent from a class when a written assignment is due, they are still responsible for submitting the written work on or before the day it is due.

**CLASS DISCUSSIONS:** This is an advanced graduate seminar; thus, the instructional format for the course is primarily discussion. It is expected that each student will be adequately prepared for class, participate in discussions, and in general, give evidence of having read the assigned material. Students are expected to be prepared to discuss salient issues, questions, and problems

emerging from the readings, the instructor's lectures, and their individual work on the issues under consideration.

**RESPECT DIFFERING VIEWS:** Students should be respectful of differing views. At times we will discuss controversial issues. Honest and sincere differences of opinion will be respected, however, personal attacks directed to a specific individual will not. Undoubtedly, I will offend at least one of you during the course of the semester. In this day and age it is hard to have a serious conversation about controversial topics without risking offense to someone. If I say something that you find offensive to you, please let me know. Presumably I didn't do so intentionally.

**CONNECTION PIECE**: The purpose of this assignment is to apply the course readings and classroom discussions on a set of foundational governance topics and issues. The connection piece should be organized around one idea, topic, or assertion from **a conceptual group of 4-6 readings (not just one article) cited** from the course that interests you. Connection pieces should be organized around and address a question or topic statement that frames your issue of interest. The remainder of the connection piece should then focus on exploring the question or topic you have posed. Connection pieces may take a wide range of forms including juxtaposing the topic raised against experiences in your professional practice, empirical observations, and thoughtful reactions to theoretical or substantive arguments and debates. Connection pieces are not simple summaries of the readings. Connection pieces *may not* exceed 5 pages in length and the papers will be due on **February 4th, February 25th, and March 17th**.

**REFLECTION PAPER ON AN OBSERVATION OF COLLEGE AND UNIVERSITY GOVERNANCE IN ACTION:** You will be required to make one observation of a governance body/process during the semester and write a three- to four-page reflection paper about your observation. The reflection paper should address what you have observed in light of literature about the particular governance body/process you observe. For example, if you observe a meeting of UNLV's Faculty Senate, then you need to address your observations **applying the literature** on the role of faculty senates regarding governance. Governance bodies that you may wish to observe include the following:

- Department Faculty Meetings
- College Faculty Meetings
- Faculty Senate Meetings
- Graduate Council Meetings
- President/Provost Town Hall Meetings
- Board of Regents Meetings

In all cases you should discuss your plans with the instructor in order to ensure that you do not need special clearance to attend the meeting you wish to observe. Additional detail about this requirement will be discussed early in the semester. **The reflection paper and informal class presentation occurs throughout the semester, and no more than 2 per session night.**

**FINAL CASE STUDY**: The final case study analyses will be a "take-home" consisting of a written response to a case study. Students will be given information regarding an actual case that has taken place between the president of a public 10-campus system and the governing board of regents. The case study will provide students the opportunity to demonstrate their ability to identify and analyze a governance issue, to generate alternative solutions, to support their views

with the relevant literature, and to apply their skill in critical thinking and writing to understand governance issues in higher education. That is, the case study analysis must be presented in a clear, cogent and concise manner that would be useful for educating administrators about a particular governance issue. The analysis should be thorough -- an application of the literature and a careful discussion of approaches, solutions, or consequences. The case study should be approximately 12-15 typewritten pages in length and double-spaced. Also include a cover page and a list of references.

The final aspect of the governance case study is to be presented to the class. Each student will be expected to come to class and be prepared to take a particular stand on the case and defend that stand. The class will be split into two groups and each group will present their side or perspective of the case. In turn, each side will have an opportunity for rebuttal. It is expected that the case will be examined descriptively and analytically; that is, the particular governance issues and decision-making processes will be described and analyzed in terms of the effectiveness of the outcomes, the response of stakeholder groups, the efficiency of the process, and/or the contribution of the outcome to the academic mission and goals of the university. **The final case study is due in class on May 12th by 7pm.**

**\*\*All papers must conform to American Psychological Association (APA) 6th Edition style manual.**

Grading: Grades of "A" will reflect participants' thorough knowledge of the material covered in class, excellent thinking evidenced by the quality of written assignments and class discussion, as well as participants' commitment to the community of learners through active participation to class discussion and peer learning. Grades of "B" will reflect participants' efforts demonstrated by the completion of all assignments in a thoughtful and critical manner. B's will also reflect a commitment to this community of learners by active and quality participation in class discussions. Grades below "B" will be reserved for participants whose work does not reflect commitment to the learning activities and/or who do not participate actively in the course.

A total of 200 points are available through the evaluation criteria. The points required to earn a grade are listed below (Incomplete grades will be issued only in extenuating circumstances, as per the graduate college):

| | |
|---|---|
| Connection Pieces (3@30 points each) | 90 points |
| Governance Observation Discussion | 30 points |
| Final Case Study Paper (50) | 50 points |
| Class Participation | 30 points |
| | 200 points |

\*\*In the event that a student turns in a late connection paper or final case study project, the student will be assessed a reduction of a letter grade.

**CRITERIA FOR GRADING WRITTEN ASSIGNMENTS**
Listed below for your additional information are the criteria that will be used in grading written assignments. These criteria should be used in the preparation of all written assignments. A recommendation is that you use the criteria to review drafts of your papers and to guide your editing of these drafts.

1.   Mechanics:  Is there an absence of spelling, grammatical and typographical errors? (The *Publication Manual of the American Psychological Association* (6th Edition) provides guidance in this area.)

2.   Writing Style: How well organized, well written and readable is the material? (The *Publication Manual of the American Psychological Association* (6th Edition) provides guidance in this area.)

3.   Documentation:  How adequately is literature reviewed?  How adequately are the references cited in the text?  How well do the in-text citations and reference list correspond to guidelines contained in the *Publication Manual of the American Psychological Association* (6th Edition)?

4.   Presentation: How complete is the treatment of the problem or topic?  Are all components of the paper included?  Does the paper develop a thesis in logical fashion, elaborating on additional points as necessary?

5.   Analytical Thought: How adequate is the analysis of information presented?  Is the presentation accurate and free of bias?  How well supported are the inferences, conclusions, recommendations, and action plans?

## Schedule of Course Topics (Subject to Change)

**Session 1     January 21          Introduction & Overview of the Course**

Hendrickson, et al., Introduction & Chapter 1, *Principles of Academic Leadership*, pages 1-17.
Hendrickson, et al., Chapter 2, *Understanding Academic Organizations*, pages 18-55.
Olson, G.A. (2009). Exactly what is shared governance? *Chronicle of Higher Education*.
Rosser, V.J. (2002). Governance. In James J.F. Forest & K. Kinser (Eds.), *Higher education in the United States: An encyclopedia* (pp. 279-284). Santa Barbara: ABC-CLIO.

**Session 2     January 28          Classic Organization Theory I**

Baldridge, et.al. (1977). Alternative Models of Governance in H.E.
Mintzberg, H. (1979). The Professional Bureaucracy.
Weick, K.E. (1976). Educational Organizations as Loosely Coupled Systems.

**Session 3     February 4          Classic Organization Theory II**

Cohen, M.D., & March, J.G. (1974), The Process of Choice.
Cohen, M.D., & March, J.G. (1986), Leadership in an Organized Anarchy.

**1st Connection Piece Due (Connect the literature from sessions 2-3)**

**Session 4      February 11            External Constituencies – Engagement**

Hendrickson, et al., Chapter 3, *Global Engagement,* pages 56-82.
Hendrickson, et al., Chapter 4, *Federal Engagement,* pages 83-112.
Hendrickson, et al., Chapter 7, *The Engaged College or University,* pages 179-198.


**Session 5      February 18            External Constituencies – State/Local Government**

Hendrickson, et al., Chapter 5, *State and Local Governments,* pages 113-137.
Hendrickson, et al., Chapter 8, *Supporting Organizations,* pages 199-218.
Heller, Chapter 3, *State Oversight of Academia*, pages 49-67.
Reference Appendix: Statewide Postsecondary Governance Structures.


**Session 6      February 25            Boundary Spanners – Presidential Leadership**
                                        **Guest Speaker:** Interim Provost Nancy Rappaport

Hendrickson, et al., Chapter 10, *Academic Presidency,* pages 243-266.
Mortimer & Sathre, Chapter 5, *President-Provost Relations*, pages 75-90.
Freedman, J.O., Chapter 1, *Presidents and Trustees*, pages 9-27.

**2nd Connection Piece Due (Connect the literature from sessions 4-6)**


**Session 7      March 3               Governing Boards & Trustees**
                                        **Guest Speaker:**

Hendrickson, et al., Chapter 9, *Trusteeship,* pages 219-242.
Kezar, A. (2006). Rethinking Public H.E. Governing Boards' Performance: Results of a National
        Study of Governing Boards in the U.S. *The Journal of Higher Education*, *77*(6), 968-
        1008.
1966 Statement on Government of Colleges & Universities (AAUP, ACE, & AGB)
1998 Statement on Institutional Governance (AGB)


**Session 8      March 10              External Constituencies – Legal Issues & Unions**

Hendrickson, et al., Chapter 6, The Courts, pages 138-178.
Lake, P.F., Chapter 6, A Brief Overview of Powers and Governance, pages 251-260.
Ehrenberg, Chapter 8, Collective Bargaining in American Higher Education, pages 209-232.
Jaschik, S. (2014). NLRB Ruling shifts legal ground on faculty unions at private colleges. Inside
Higher Education, 12/22/2014.


**Session 9      March 17              The Academic Core – Harnessing Diversity**

Minor, J.T. (2005). Faculty Governance at HBCUs. *Academe, 91*(2), 34-47.

Dancy II, *When and where interests collide: Policy, research, and the case for managing campus diversity*.
Nemetz & Christensen, *Harnessing a diversity of views to understand multiculturalism*.

**3rd Connection Piece Due (Connect the literature from sessions 7-9)**


**Session 10     March 24          No Class Spring Break – Enjoy!!**


**Session 11     March 31          The Academic Core – Faculty & Senates**
**Guest Speaker:** Dr. Rhonda Montgomery

Hendrickson, et al., Chapter 11, Governance of the Academic Core, pages 269-289.
Hendrickson, et al., Chapter 13, *The Faculty*, pages 311-338.
Minor, J.T. (2004). Understanding faculty senates: Moving from mystery to models. *The Review of Higher Education, 27*(3), 343-363.


**Session 12     April 7          American Educational Research Conference – No Class**


**Session 13     April 14           The Academic Core – Administrators**
**Guest Speaker:**

Hendrickson, et al., Chapter 12, *Academic Departments and [Their] Leaders,* pages 290-310.
Murry & Miller, Chapter 1, *Staff Governance*, pages 1-10.
Morris & Myers, Chapter 6, *The Role of Staff in the Decision-making and Governance Policies in Private Colleges*, pages 69-82.
Olson, G.A., *What deans expect from department heads,* pages 182-187.


**Session 14     April 21          The Academic Mission – *Students***

Hendrickson, et al., Chapter 14, *The Student Experience*, pages 339-373.
Kezar, Chapter 6, *Beyond the Yearbook, Homecoming, and Greek Week*, pages 92-109.
Miles, J.M., Miller, M.T., & Nadler, D.P. (2008). Student governance: Toward effectiveness and the ideal, *College Student Journal, 42*(4), 1061-1069.


**Session 15     April 28          Governance & Hard Decisions**
**Guest Speaker:** Dr. Susan Donoff

Eckel, P.D., *The role of shared governance and institutional hard decisions: Enabler or antagonist?*
Donoff, S.B., & Rosser, V.J. (2016), Closing up shop: Perspectives on the Department/ Programmatic elimination experience. *The Journal of Higher Education, 87*(2), 271-298.
**\*\*Group time for final case\*\***

**Session 16     May 5                    Planning and Assessment**

Hendrickson, et al., Chapter 15, *Planning, Assessment, & Budgeting,* pages 374-391.
Mortimer & Sathre, Chapter 7, *In Defense of shared governance*, pages 111-128.
**\*\*Group time for final case\*\***


**Session 17     May 12                   Final Case Study Paper/Presentation/Debate**


**UNLV Policies**


**Academic Misconduct**—Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's function as an educational institution.
An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the *Student Academic Misconduct Policy* (approved December 9, 2005) located at: https://www.unlv.edu/studentconduct/student-conduct.

**Copyright**—The University requires all members of the University Community to familiarize themselves **with** and to follow copyright and fair use requirements. **You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws.** Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: http://www.unlv.edu/provost/copyright.

**Disability Resource Center (DRC)**—The UNLV Disability Resource Center (SSC-A 143, http://drc.unlv.edu/, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

**Religious Holidays Policy**—Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only**. It shall be the responsibility of the student to notify the instructor within the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or within the first 7 calendar days of the course for summer and modular courses,** of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: http://catalog.unlv.edu/content.php?catoid=6&navoid=531.


**Transparency in Learning and Teaching**—The University encourages application of the transparency

method of constructing assignments for student success. Please see these two links for further information:

https://www.unlv.edu/provost/teachingandlearning

https://www.unlv.edu/provost/transparency

**Incomplete Grades**—The grade of I—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student's control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving "I" grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

Students may consult with a librarian on research needs. For this class, the Subject Librarian is (https://www.library.unlv.edu/contact/librarians_by_subject). UNLV Libraries provides resources to support students' access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at https://www.library.unlv.edu/.

**Tutoring and Coaching**—The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit http://www.unlv.edu/asc or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of the SSC (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TEB second floor.

**UNLV Writing Center**—One-on-one or small group assistance with writing is available free of charge to UNLV students
at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with
appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The
student's Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are
requested for the consultation. More information can be found at: http://writingcenter.unlv.edu/.

Students may consult with a librarian on research needs. For this class, the Subject Librarian is (https://www.library.unlv.edu/contact/librarians_by_subject). UNLV Libraries provides resources to support students' access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at https://www.library.unlv.edu/.

**Rebelmail**—By policy, faculty and staff should e-mail students' Rebelmail accounts only. Rebelmail is UNLV's official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students' e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. **Emailing within WebCampus is acceptable.**

**Final Examinations**—The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: http://www.unlv.edu/registrar/calendars.