

University of Wisconsin-Madison
School of Education
Educational Leadership and Policy Analysis

**ELPA 715: Governance and Administration of Colleges
and Universities¹**
Spring 2008

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Class Time: Wednesdays, 4:40 pm – 7:10pm (Educational Sciences Building 1161).
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Course Description:

This course examines the governance and administration of higher and postsecondary education institutions in the United States with particular emphasis on providing an understanding of the theoretical and practical approaches. This will be achieved by exploring the following topics: (1) the functioning of higher and postsecondary institutions; (2) the administrative practices of colleges and universities; (3) organizational and administrative theory of higher and postsecondary education; and (4) roles of governing boards, administrators, faculty members, and students in policy making.

Course Objectives:

1. To develop an understanding of the key administrative roles and functions within an institution of higher and postsecondary education and the strategies that contribute to organizational efficiency and effectiveness.
2. To develop an ability to relate major organizational concepts to the internal governance of colleges and universities and apply these concepts to specific administrative settings.

¹ This course employs Podcasts technology to deliver some of the assignments. An iPod is encouraged, but not required. Students without an iPod will be able to view and hear assignments using the free software iTunes. iTunes will be accessible through logging into Learn@UW and entering the iTunesU option.

3. To understand the roles of students, faculty, administration, and governing boards in the governance and administration process of higher and postsecondary institutions.
4. To acquire a working knowledge of the literature on organizational and administrative theory in higher and postsecondary education.

Required Textbooks:²

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

Bolman, L. G., & Deal, T. E. (2003). *Reframing organizations: Artistry, choice, and leadership* (3rd ed.). San Francisco, CA: Jossey-Bass.

Brown II, M. C. (Ed.). (2000). *Organization and governance in higher education* (5th ed.). Boston, MA: Pearson Custom.

Clavell, J. (Ed.). (1983). *The art of war by Sun Tzu*. New York, NY: Delta.

Jackson, J. F. L. (Ed.). (2004). Top line: A status report on African American leadership in higher and postsecondary education [Special Focused Section]. *Journal of Negro Education*, 73(1).

Recommended Textbooks:

Bess, J. L. (Ed.). (2003/1984). *College and university organization: Insights from the behavioral sciences*. Amherst, MA: I & I Occasional Press.

Galvan, J. L. (2004). *Writing literature reviews: A guide for students of the social and behavioral sciences* (2nd ed.). Glendale, CA: Pyczak.

Course Requirements: Successful completion of the following assignments is necessary to fulfill the requirements of this course. Due dates and expectations for course assignments are included in this syllabus. As a matter of fairness and courtesy to everyone in the class, there will be penalties associated with late papers and incompletes (except in reference to emergencies, professional development, or prior approved situations): (1) the professor will not provide extensive written feedback; and (2) grades will be automatically lowered one letter grade for tardiness. All assignments should be double-spaced and written in paragraph format with 12 size font. Each of the written assignments should be prepared and submitted in accordance with format standards of the American Psychological Association (APA), 5th edition. The headings, text references, and lists of references in your submitted papers should comply with the APA format. If you are not familiar with the APA citation and referencing standards, please review the manual.

² Note. In preparation for this course, participants with limited knowledge about higher and postsecondary education are encouraged to read the following:

Cohen, A. M. (1998). *The shaping of American higher education: Emergence and growth of the contemporary system*. San Francisco, CA: Jossey-Bass Publishers

Goodchild, L. F., & Wechsler, H. S. (Eds.). (1997). *The history of higher education* (2nd ed.). Needham Heights, MA: Simon & Schuster Customer Publishers.

ASHE Reader Review. Prepare and present one review on the ASHE Reader materials delineated in the course content section of the syllabus. The articles to be reviewed will be assigned during the first class meeting. These reviews should be prepared as if you are the course instructor responsible for educating the class on the content. A short (approximately 2-3 pages) document written in paragraph format should be made available to the class and should include appropriate references to pertinent research. The review will be presented orally (approximately 5-7 minutes) during the week the article appears on the syllabus. (15%)

Organizational Analysis Project. Prepare an organizational analysis project. This project will require the selection of an organizational unit within an institution of higher and postsecondary education. More specifically, this project should be prepared as if it was to be presented to the Board of Trustees in order to set or modify an administrative policy. A document will be made available to the professor and should include appropriate references (e.g., annual report, and organizational chart) (approximately 8-10 pages). This project should be descriptive in nature, analyzing the organizational unit with theories (i.e., organizational, administrative, and behavioral) covered in the course content. Under no circumstances should the selected unit be your present or previous place of employment. (30%)

Integrative Research Review. Prepare an 8-10 page paper on one of the topics of class discussion that is germane to your professional or research interest. If possible choose a topic that will help with the preparation of your thesis or dissertation. The paper should be an integrative research review and prepared according to APA style guidelines. Students who are not majoring in higher and postsecondary education may consult with professor about a topic that is appropriate for their area of graduate study. (30%)

Class Participation. Class participation is essential for successful completion of the course. Students are expected to demonstrate, during both discussion and through questions asked during the lecture portion of each class, that they have read the materials and are familiar with the course content. Unless otherwise notified prior to class, an absence will be handled as an unexcused absence. In this case, a student will not receive attendance credit for the missed session, and will not be permitted to make up any missed assignments. No more than two excused absences will be granted per course. If for any reason a student misses 4 classes or more, he or she will receive a failing grade in the course. (15%)

WISCAPE Events. Students should attend at least two events held by the Wisconsin Center for the Advancement of Postsecondary Education during the semester. You should select events that align with your professional and research interests and that fit within your schedule. A one-page synopsis for each event should be prepared and submitted to the course instructor prior to the end of the semester. WISCAPE event videos are also made available as Podcasts through the Learn@UW course site. (10%)

Dynamics of Class. The pace of the course will be rapid, but students are expected to read and study all assigned readings before the specified class period, noting questions, and issues to discuss in class. Course content will be covered with a variety of teaching methods: lecture, guest lecturers, discussion, research projects, critiques, group work, simulations, and student presentations. Students will be provided a rubric detailing the evaluative criteria for each assignment.

Accommodations. Students with disabilities will be fully included in this course. Please inform the professor if you need any special accommodations in the curriculum, instruction, or assessments of this course to enable you to participate fully. Confidentiality of the shared information will be maintained.

Course Content:

January 23, 2008 Introduction

1. Discuss course syllabus.
2. Review course requirements and expectations.
3. Select ASHE Reader assignments.
4. Podcast Demonstration.
5. **Guest Lecturer, David Gagnon, DoiT Podcast Consultant**

January 30, 2008 Understanding Colleges and Universities as Organizations I

1. Problems of Governance, Management, and Leadership in Academic Institutions. Readings: Birnbaum pages 3-29.
2. Leadership in an Organized Anarchy. Readings: Brown pages 16-35.
3. Educational Organizations as Loosely Coupled Systems. Readings: Brown pages 36-49.
4. The Professional Bureaucracy. Readings: Brown pages 50-70.

February 6, 2008 Understanding Colleges and Universities as Organizations II

1. Thinking in Systems and Circles: The Structure and Dynamics of Academic Organizations. Readings: Birnbaum pages 30-55.
2. Making Decisions and Making Sense: The Administrator's Role. Readings: Birnbaum pages 56-82.
3. Statement on Government of Colleges and Universities. Readings: Brown pages 85-91.
4. The Nature of Administrative Behavior in Higher Education. Brown pages 92-110.
5. Faculty Organizations and Authority. Brown pages 119-127.
6. Alternative Models of Governance in Higher Education. Brown pages 128-142.
7. **One page description of selected unit and proposed approach for organizational analysis project due.**

February 13, 2008 Diversity and Leadership

1. A Crisis at the Top: A National Perspective. Readings: Jackson pages 1-3.
2. Engaging, Retaining, and Advancing African Americans in Executive-Level Positions: A Descriptive and Trend Analysis of Academic Administrators in Higher and Postsecondary Education. Readings: Jackson pages 4-20.
3. An Overview of African American College Presidents: A Game of Two Steps Forward, One Step Backward and Standing Still. Readings: Jackson pages 21-39.
4. Decision Making in Historically Black Colleges and Universities: Defining the Governance Context. Readings: Jackson pages 40-52.
5. Crutcher Podcast
6. Rosser Podcast
7. **Guest Lecturer, Elizabeth M. O'Callaghan, Research Associate and Ph.D. Student, University of Wisconsin-Madison**

February 20, 2008 Models of Organizational Functioning I

1. The Collegial Institution: Sharing Power and Values in a Community of Equals. Readings: Birnbaum pages 85-104.
2. The Bureaucratic Institution: Rationalizing Structure and Decision Making. Readings: Birnbaum pages 105-127.
3. Culture in American Colleges and Universities. Readings: Brown pages 160-169.
4. Understanding Academic Culture and Climate. Readings: Brown pages 170-181.
5. The Campus Racial Climate: Contexts of Conflict. Readings: Brown pages 182-202.

February 27, 2008 Models of Organizational Functioning II

1. The Political Institution: Competing for Power and Resources. Readings: Birnbaum pages 128-150.
2. The Anarchical Institution: Finding Meaning in a Community of Autonomous Actors. Readings: Birnbaum pages 151-174.
3. The Ambiguity of Leadership. Readings: Brown pages 205-213.
4. Higher Education and Leadership Theory. Brown pages 214-222.
5. Symbolism and Presidential Perceptions of Leadership. Brown pages 223-231.

March 5, 2008 Interpretive Frames I

1. Making Sense of Organizations. Readings: Bolman & Deal pages 1-40.
2. The Structural Frame. Readings: Bolman & Deal pages 41-109.
3. The Human Resource Frame. Readings: Bolman & Deal pages 111-179.
4. The Management of Academic Culture. Readings: Brown pages 261-272.
5. Building Learning Organizations. Brown pages 287-304.

March 12, 2008 Interpretive Frames II

1. The Political Frame. Readings: Bolman & Deal pages 181-238.
2. The Symbolic Frame. Readings: Bolman & Deal pages 239-298.
3. Assessment with Open Eyes. Readings: Brown pages 339-351.
4. The Applicability of Corporate Strategic Principles to Diversified University Campuses. Brown pages 379-388.
5. Creating a New Kind of Leadership for Campus Diversity. Brown pages 406-414.
6. National Association for Student Personnel Administrators Annual Convention in Boston, MA. (March 9 – 12, 2008)
7. **Organizational Analysis Projects Due.**

March 19, 2008 No Class Meeting

1. Spring Break

March 26, 2008 No Class Meeting

1. The Annual Meeting for the American Educational Research Association in New York, NY. (March 24 – 28, 2008)
2. **One page description of topic for integrative research reviews due (see via e-mail).**

April 2, 2008 Public Research Institutions in the 21st Century

1. **Guest Lecturer, Dr. John Wiley, Chancellor, University of Wisconsin-Madison**
2. American College Personnel Association Annual Convention in Atlanta, GA. (March 30 – April 2, 2008)

April 9, 2008 Athletic Administration

1. Edwards Podcast
2. de Varona Podcast
3. Deford Podcast
4. **Guest Lecturer, John Jentz, Associate Athletic Director for Finance, University of Wisconsin-Madison**

April 16, 2008 Effective Administration and Leadership I

1. Improving Leadership Practice. Readings: Bolman & Deal pages 301-430.
2. Race in Organizations. Readings: Brown pages 417-435.
3. An Organizational Analysis of Racism in Higher Education. Brown pages 436-469.
4. Re-writing Gender into Organizational Theorizing. Brown pages 490-507.
5. Academic Structure, Culture and the Case of Feminist Scholarship. Brown pages 508-520.
6. Burch Podcast

April 23, 2008 Special Class Session- Michael Brophy, President of Marymount College

1. Reception at 4-5pm at Harrison Parlor in Lathrop Hall
2. Guest Lecture at 5:15-7pm at Harrison Parlor in Lathrop Hall

April 30, 2008 Effective Administration and Leadership II

1. The Cybernetic Institution: Providing Direction Through Self-Regulation. Readings: Birnbaum pages 177-200.
2. Effective Administration and Leadership in the Cybernetic Institution. Readings: Birnbaum pages 201-230.
3. Critical Leadership and Decision Making in a Postmodern World. Readings: Brown pages 537-549.
4. Postmodernism and Higher Education. Brown pages 566-588.
5. Kurzer Podcast
6. Sarat Podcast

May 7, 2008 Management in a “War-like” Society

1. The Art of War. Readings: Clavell pages 1-82.
2. **Integrative Research Reviews Due.**