

EDL 551 – ACADEMIC ADMINISTRATION (3 CREDITS)

FALL 2005

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OFFICE LOCATION: Room 207, Education Building, Centennial Drive

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MAILING ADDRESS: University of North Dakota
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COURSE DESCRIPTION

“The roles and responsibilities of academic administration in higher education. Topics include the major academic roles (chairperson, dean, chief academic officer), curriculum and instruction, program evaluation, assessment, planning, faculty workload and evaluation, and the profession of administrator.”

PREREQUISITES

EDL 541 Introduction to Higher Education, EDL 552 Law & Higher Education, EDL 573 Administration & Organizational Behavior of Higher Education, & a leadership theory course; Suggested Prerequisite: EDL 572 Educational Planning & Systems

PRIMARY COURSE OBJECTIVES/IDENTIFIABLE OUTCOMES

- To understand the various positions in the university setting, especially those impacting academic administration;
- To distinguish the academic profession from other professions (e.g., law and medicine) because of the cultural and symbolic nature of the professoriate (e.g., tenure, shared governance, promotion reviews, developmental leaves/sabbaticals);
- To understand the primary functions of academic administrators (emphasis on chairs, deans, directors, and provosts);
- To differentiate the various expected conceptions of faculty work as well as actual reported faculty work;
- To identify and discuss key issues in academic administration (e.g., post-tenure review, differences in tenure requirements among fields/disciplines, industry engagements, use of part-time and contract faculty);
- To identify the various tools and concepts of academic leadership (e.g., vote of no confidence);

- To comprehend the power and negotiation structures (e.g., faculty recruitment process, contract negotiations) and institutions (e.g., faculty senate) at the various institution types (e.g., doctoral extensive versus community college);
- To identify and apply theoretical and conceptual arguments from organizational behavior (e.g., motivation, equity, leadership, decision-making, and organization change) into various academic administrative roles;
- To structure and recommend a reward system for faculty at several sample colleges;
- To critique faculty handbooks at several sample colleges;
- To distinguish and identify the concepts of leadership (e.g., two notions of entrepreneurial leaders);
- To recognize and explain the inter-linking issues with decision-making (e.g., the link among the following - faculty recruitment, curriculum design, instructional staffing, instructional costs, institutional/program marketing, assessment, alumni satisfaction) – (i.e. getting the “big picture”);
- To compose responses to various constituents when conflicts arise;
- To integrate effective program and institutional strategies;
- To introduce the function of research administration;
- To recommend unit and institutional changes through case study analyses;
- To connect past knowledge and analyses from prior courses (e.g., EDL 541 Introduction to Higher Education, EDL 552 Law & Higher Education, EDL 573 Administration & Organizational Behavior of Higher Education, & a leadership theory course)
- To appreciate the roles of academic administrators (particularly department chairs, deans, and provosts).

COURSE EXPECTATIONS AND CLASSROOM ETIQUETTE

- *Attendance and Engagement:* Your contributions to class discussions, and your absorption and reflection during the interactive components of the course add to your overall learning as well as to others in the class. Thus, attendance and engagement are mandatory.
- *Preparation:* Your level of preparedness directly impacts the course dynamics; therefore, readings and other assignments should be completed prior to the course meeting. In addition, absent a valid excuse or prearranged agreement, late assignments will not be accepted.
- *Opportunity and Openness:* The classroom should be a safe place to express ideas, opinions, and beliefs. Indeed, academic criticisms and discussions are critical elements of the course; however, behavior that obstructs traditional norms of academic freedom and mutual respect are not acceptable. Similarly, class participation is encouraged; at the same time, consideration of others such as providing others time to speak and learn should be respected. In other words, please provide opportunities for others to join the discussion.
- *Devices and Disruptions:* Please silence cell phones, beepers, and similar gadgets during class meetings. If you are on-call or an emergency signal is given, please quietly step outside of the classroom to address the matter.
- *Food and Physical Environs:* The class meetings are quite long. Although there will be periodic breaks, there may be times when you need to use the restroom, eat a snack in-class, or stretch a bit more. These are understandable needs. I only ask that you move quietly, keep the room clean, and avoid disrupting others. In addition, please feel free to provide me suggestions on how to make the physical environment and experience more comfortable.
- *Academic Integrity:* Adherence to academic norms and ethical standards is expected of graduate students. Your work must conform to University, College, and Department policies. Moreover, I wish to note that academic integrity consists of authenticity and proper attribution. Thus,

fabrication of content and plagiarism will not be condoned. Violators of the academic integrity policy will automatically receive a failing grade for the assignment and will be brought before a committee to review the academic violation, which may result into dismissal from the program. Emphasizing this point further, I wish to remind everyone to please properly attribute works (see also, Code of Student Life, Rule 3-3; Graduate Academic Catalog section on Academic Standards).

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

The University will make reasonable accommodations for persons with documented disabilities. Students are encouraged to contact the Office of Disability Support Services. At the Grand Forks campus, you may reach the staff at 190 McCannel Hall or (701) 777-3425 v/tty. Services are available to students who are registered and submit appropriate documentation. As your instructor, I am happy to discuss specific needs with you as well.

COURSE EVALUATION/GRADING

25% Class Participation & Preparedness

25% Book Review

25% Case Study Analyses

25% Final Project (see Final Project handout from Curriculum course)

A 90-100 B 80-89 C 70-79

Class Participation: Class participation includes contributions to class discussions, analysis and synthesis of the readings, application of theories and concepts, and short, individually-based, in-class assignments.

Book Review: Write a 4-6 page double-spaced, “book review” on one of the presidentially-authored texts selected (i.e. Bok, Duderstadt, Kennedy, or Rhodes).

Case Study Analyses: In-class case studies will be evaluated by the instructor and other class members who are not in your group.

Final Project: Briefly stated, three pods are formed prior to the first class meeting. Each pod will incorporate an “academic administrative” component to their curriculum project (see *Curriculum course CD*).

REQUIRED TEXTS AND COURSE MATERIALS

Birnbaum, R. (1988). How colleges work: The cybernetics of academic organization and leadership. San Francisco: Jossey-Bass. (Chapters 1 and 6)

Leaming, D. R. (1998). Academic leadership: A practical guide to chairing the department. Bolton, MA: Anker Publishing Company, Inc.

READER

Weekly: Chronicle of Higher Education

Plus ...*read 1* of the 4 books

Bok, D. (2003). Universities in the marketplace: The commercialization of higher education. Princeton, NJ: Princeton University Press.

Duderstadt, J. J. (2000). A university for the 21st century. Ann Arbor, MI: University of Michigan Press.

Kennedy, D. (1997). Academic duty. Cambridge, MA: Harvard University Press.

Rhodes, F. H. T. (2001). The creation of the future: The role of the American university. Ithaca, NY: Cornell University Press.

OPTIONAL: SOME GREAT RESOURCES FOR ACADEMIC LEADERSHIP

- Boyer, E. (1989). Tribal colleges: Shaping the future of Native America. The Carnegie Foundation. Princeton, NJ: Princeton University Press.
- Brint, S. (Ed.) (2002). The future of the city of intellect: The changing American university. Stanford, CA: Stanford University Press.
- Deneef, A. L., & Goodwin, C. D. (Eds.) (1995). The academic's handbook. Durham, NC: Duke University Press.
- Chait, R. P. (Ed.) (2002). The questions of tenure. Cambridge, MA: Harvard University Press.
- Ehrenberg, R. G. (Ed.) (2004). Governing academia: Who is in charge at the modern university?. Ithaca, NY: Cornell University Press.
- Rhoades, G. (1988). Managed professionals: Unionized faculty and restructuring academic labor. Albany, NY: State University of New York Press.
- Seagren, A. T., Wheeler, D. W., Creswell, J. W., Miller, M. T., & VanHorn-Grassmeyer, K. (1994). Academic leadership in community colleges. Lincoln, NE: University of Nebraska Press.
- Tierney, W. G. (Ed.) (2004). Competing conceptions of academic governance: Negotiating the perfect storm. Baltimore, MD: Johns Hopkins University Press.
- Weingartner, R. H. (1999). The moral dimensions of academic administration. Lanham, MD: Rowman & Littlefield Publishers, Inc.

WEEKEND 1 - ACADEMIC LIFE & ISSUES

Theoretical Emphasis: Micro-Organizational Behavior (e.g., motivation, equity)

Dwight Eisenhower early in his brief presidency of Columbia University greeted a group of faculty members expressing his delight at meeting some of the “employees” of Columbia. The resulting silence, as the story continues, was broken by a senior professor who rose and said, “with all due respect, [S]ir, we are not employees of Columbia [U]niversity. We are Columbia University.

Sussman, 1981 – from a Forbes article¹

1.1 OVERVIEW OF HIGHER EDUCATION DATA

- §1.1.a Snyder, T. D., Tan, A. G., & Hoffman, C. M. (2004). Digest of education statistics 2003 (NCES 2005-025). Washington, DC: U.S. Department of Education, National Center for Education Statistics, Government Printing Office.

1.2 OVERVIEW OF HIGHER EDUCATION FACULTY DATA

- §1.2.a Chronicle of Higher Education Almanac² [SKIM]
http://chronicle.com/free/almanac/2004/nation/nation_index.htm#faculty
- §1.2.b Forrest-Cataldi, E., Fahimi, M., & Bradburn, E. M. (2005). Report on faculty and instructional staff in fall 2003 (NCES 2005-172). Washington, DC: U.S. Department of Education, National Center for Education Statistics, Government

¹ Although the quote is slightly different in Gary Becker's (2005) recount of events, you can view his blog at ...Becker-Posner Blog: http://www.becker-posner-blog.com/archives/2005/02/comment_on_univ.html

² The 2005-2006 edition will be released soon. You may view either before the 1st class meeting.

Printing Office. [data from the 2004 National Study of Postsecondary Faculty (NSOPF:04)] [SKIM]

- §1.2.b Anderson, E. L. (2002). The new professoriate: Characteristics, contributions, and compensation. Washington, DC: American Council on Education. [SKIM]
- §1.2.c Palmer, J. C. (2002). Disciplinary variations in the work of full-time faculty members. In C. L. Outcalt, Community college faculty: Characteristics, practices, and challenges (New Directions for Community Colleges, no. 118) (pp. 9-19). San Francisco, CA: Wiley Periodicals, Inc. [OPTIONAL]

1.3 FACULTY WORK ROLES

- §1.3.a Blackburn, R. T., & Lawrence, J. H. (2003). Faculty at work: Motivation, expectation, satisfaction. Baltimore, MD: Johns Hopkins University Press. (Chapter 1, The theoretical framework, pp. 15-29).
- §1.3.b Blackburn, R. T., & Lawrence, J. H. (2003). Faculty at work: Motivation, expectation, satisfaction. Baltimore, MD: Johns Hopkins University Press. (Chapter 8, Findings, theories, and next steps, pp. 279-290).
- §1.3.c Blackburn, R. T., & Lawrence, J. H. (2003). Faculty at work: Motivation, expectation, satisfaction. Baltimore, MD: Johns Hopkins University Press. (Appendix H, Faculty survey, pp. 321-337). [SKIM]
- §1.3.d Fairweather, J. S. (2002). The mythologies of faculty productivity: Implications for institutional policy and decision making. Journal of Higher Education, 73(1), 26-48.
- §1.3.e Fairweather, J. S. (1996). Faculty work and public trust: Restoring the value of teaching and public service in American academic life (pp. 137-161). Boston, MA: Allyn and Bacon. (Chapter 8, *Traditional knowledge and technology transfer*, pp. 137-161) [OPTIONAL]
- §1.3.f Sykes, C. J. (1990). Profscam: Professors and the demise of higher education. New York, NY: St. Martin's Press. (Read Chapter 3, *The flight from teaching*, pp. 33-50) [Group A]
- §1.3.g Lucas, C. J. (1996). Crisis in the academy: Rethinking higher education in America. New York, NY: St. Martin's Press. (Read Chapter V, *Academic priorities and the professoriate: Who shall teach?*, pp. 169-202) [Group B]
- §1.3.h Fish, S. (2004, Nov. 26). What did you do all day?. Chronicle of Higher Education, 51(4), C2.
- §1.3.i Fogg, P. (2003, Dec. 19). So many committees, so little time. Chronicle of Higher Education, 50(17), A14.

- §1.3.j Fogg, P. (2004, Apr. 16). For these professors, “practice” is perfect. Chronicle of Higher Education, 51(4), A12. [OPTIONAL]

1.4 FACULTY RECRUITMENT

- §1.4.a Shils, E. (1997). The calling of education: The academic ethic and other essays on higher education. Chicago, IL: University of Chicago Press. (Read excerpt, *The criteria of academic appointment*, pp. 129-152)
- §1.4.b Leaming, D. R. (1998). Academic leadership: A practical guide to chairing the department. Bolton, MA: Anker Publishing Company, Inc. (Read Chapter 8, *Recruiting and hiring faculty members*, pp. 76-87; see also Appendices A, B, and I, pp. 266-270, 288-289).
- §1.4.c Hamilton, K. (2004, Sept. 9). Breaking down the walls. Black Issues in Higher Education, 21(15), 26-29. [OPTIONAL]
- §1.4.d Branham, L. (2005). Planning to become an employer of choice. Journal of Organizational Excellence, 24(3), 57-68.
- §1.4.e McBrier, D. B. (2003). Gender and career dynamics within a segmented professional labor market: The case of law academia. Social Forces, 81(4), 1201-1266.
- §1.4.f Lindholm, J. A. (2003). Perceived organizational fit: Nurturing the minds, hearts, and personal ambitions of university faculty. Review of Higher Education, 27(1), 125-149.
- §1.4.g Neal, A., French, D., & Siegel, F. (2005). Professors who preach. American Enterprise, 16(4), 30-31.
- §1.4.h Graduate Employees and Students Organization (2005). The (un)changing face of the ivy league. New Haven, CT: Author. [SKIM]

1.5 FACULTY EVALUATIONS

- §1.5.a Boyer, E. (1990). Scholarship reconsidered: Priorities of the professoriate. San Francisco, CA: Jossey Bass, Inc. (Chapter 2 only)
- §1.5.b Braxton, J. M., Luckey, W., & Helland, P. (2002). Institutionalizing a broader view of scholarship through Boyer’s four domains (ASHE-ERIC Higher Education Report 29(2)). San Francisco, CA: Jossey-Bass, Inc. (Read only, pp. 97-117, 141-146).
- §1.5.c Leaming, D. R. (1998). Academic leadership: A practical guide to chairing the department. Bolton, MA: Anker Publishing Company, Inc. (Read Chapter 5, *Evaluating faculty performance*, pp. 39-56, see also Appendices D and H, pp. 274-279, 286-287).

- §1.5.d Paulsen, M. B. (2002). Evaluating teaching performance. In C. L. Colbeck (Ed.), Evaluating faculty performance (New Directions for Institutional Research, no. 114) (pp. 5-18). San Francisco, Wiley Periodicals, Inc.
- §1.5.e Braxton, J. M., & Del Favero, M. (2002). Evaluating scholarship performance: Traditional and emergent assessment templates. In C. L. Colbeck (Ed.), Evaluating faculty performance (New Directions for Institutional Research, no. 114) (pp. 19-31). San Francisco, Wiley Periodicals, Inc.
- §1.5.f Colbeck, C. L. (2002). Integration: Evaluating faculty work as a whole. In C. L. Colbeck (Ed.), Evaluating faculty performance (New Directions for Institutional Research, no. 114) (pp. 43-52). San Francisco, CA: Wiley Periodicals, Inc.

1.6 REWARDS SYSTEMS

- §1.6.a College and University Professional Association for Human Resources (2005). 2004-05 National faculty salary survey by discipline and rank in four-year colleges and universities. Knoxville, TN: Author. [SKIM]
- §1.6.b College and University Professional Association for Human Resources (2005). 2004-05 Community college faculty salary survey. Knoxville, TN: Author. [OPTIONAL]
- §1.6.c College and University Professional Association for Human Resources (2005). 2004-05 Administrative compensation survey: The benchmarking source for higher education salaries. Knoxville, TN: Author. [OPTIONAL]
- §1.6.d Sutton, T. P., & Bergerson, P. J. (2001). Faculty compensation systems: Impact on the quality of higher education. San Francisco, CA: Jossey-Bass, Inc. (Read *only* pp. 15-53)
- §1.6.e Ferber, M. A., & Loeb, J. W. (2002). Issues in conducting an institutional salary-equity study. In R. K. Toutkoushian (Ed.), Conducting salary-equity studies: Alternative approaches to research (New Directions for Institutional Research, no. 115) (pp. 41-69). San Francisco, CA: Wiley Periodicals, Inc.
- §1.6.f Perna, L. W. (2001). Sex differences in faculty salaries: A cohort analysis. Review of Higher Education, 24(3), 283-307.
- §1.6.g Mooney, C. J. (1991, May 22). Efforts to cut amount of “trivial” scholarship win new backing from many academics. Chronicle of Higher Education, 37(36), A1, A13, and A16. [SKIM]
- §1.6.i Young, J. R. (2002). Ever so slowly, colleges start to count work with technology in tenure decisions. Chronicle of Higher Education, 48(24), A25. [SKIM]

1.7 PROMOTION & TENURE

- §1.7.a Leaming, D. R. (1998). Academic leadership: A practical guide to chairing the department. Bolton, MA: Anker Publishing Company, Inc. (Read Chapter 20, *Handling promotion and tenure issues*, pp. 198-216, see also Appendices L and M, pp. 296-311).
- §1.7.b Sykes, C. J. (1988) Profscam: Professors and the demise of higher education, St. Martin's Press. (Chapter 4, *The crucifixion of teaching*, pp. 51-67).
- §1.7.c Chait, R. P. (2002). Why tenure? Why now?. In R. P. Chait (Ed.), The questions of tenure (pp. 6-31). Cambridge, MA: Harvard University Press.
- §1.7.d Chait, R. P. (2002). Gleanings. In R. P. Chait (Ed.), The questions of tenure (pp. 309-321). Cambridge, MA: Harvard University Press. [SKIM]
- §1.7.e Ehrenberg, R. G., & Zhiang, L. (2004). Do tenured and tenure-track faculty matter?. Ithaca, NY: Cornell University.
- §1.7.g American Council on Education (2000). Good practice in tenure evaluation: Advice for tenured faculty, department chairs, and academic administrators. Washington, DC: Author. [SKIM]
- §1.7.h Hanna, N. Haug, R., Krabbenhoft, A. (2005). The self-fulfilling prophesy of the tenure/promotion policies at business colleges and schools. Journal of American Academy of Business, 7(1), 53-58. [OPTIONAL]

1.8 POST-TENURE REVIEWS

- §1.8.a O'Meara, K. A. (2004). Beliefs about post-tenure review: The influence of autonomy, collegiality, career stage, and institutional context. Journal of Higher Education, 75(2), 178-202. [GROUP A]
- §1.8.b Wood, M., & Johnsrud, L. (2005). Post-tenure review: What matters to faculty. Review of Higher Education, 28(3), 393-420. [GROUP B]

1.9 ADDRESSING HUMAN AND MARKET FACTORS

This sub-topic will be covered in greater detail in the Finance class (EDL 553).

- §1.9.a American Council on Education (2004). An agenda for excellence: Creating flexibility in tenure-track faculty careers. Washington, D. C.: Author. [OPTIONAL]
- §1.9.b Thornton, S. (2005). Implementing flexible tenure clock policies. (New Directions for Institutional Research, no. 130) (pp. 81-90). San Francisco, Wiley Periodicals, Inc. [OPTIONAL]

- §1.9.c Ward, K., & Wolf-Wendel, L. (2004). Academic motherhood: Managing complex roles in research universities. Review of Higher Education, 27(2), 233-257.
- §1.9.d Perna, L. (2005). The relationship between family and employment outcomes. In J. W. Curtis, The challenge of balancing faculty careers and family work (New Directions for Higher Education, no. 130) (pp. 5-23). San Francisco, Wiley Periodicals, Inc.
- §1.9.e Fogg, P. (2003, Jan. 3). Widening the tenure track. Chronicle of Higher Education, 49(17), A8.
- §1.9.f Conley, V. M., & Leslie, D. (2002). Part-time instructional faculty and staff: Who are they, what they do, and what they think (NCES 2002-163). Washington, DC: U.S. Department of Education, National Center for Education Statistics, Government Printing Office. [OPTIONAL]
- §1.9.g Schuster, J. H. (2003). The new faculty makeover: What does it mean for students?. In E. Benjamin (Ed.), Exploring the role of contingent instructional staff in undergraduate learning (New Directions for Higher Education, no. 123) (pp. 15-22). San Francisco, Wiley Periodicals, Inc.
- §1.9.h Middaugh, M. F., Graham, R., & Shahid, A. (2003). A study of higher education instructional expenditures: The Delaware study of instructional costs and productivity (NCES 2003-161). Washington, DC: U.S. Department of Education, National Center for Education Statistics, Government Printing Office. [OPTIONAL]

1.10 ACADEMIC FREEDOM

Please refer to your notes from §4 of the Law & Higher Education course (EDL 552).

- §1.10.a Cole, J. R. (2005). Academic freedom under fire. Daedalus, 134(2), 5-17.
- §1.10.b Shils, E. (1997). The calling of education: The academic ethic and other essays on higher education. Chicago, IL: University of Chicago Press. (Read excerpt, *Do we still need academic freedom?*, pp. 153-176)
- §1.10.c Monastersky, R. (2002, Oct. 11). Publish and perish?. Chronicle of Higher Education, 49(7), A16.
- §1.10.d Fossey, R., & Wood, R. C. (2004). Academic freedom and tenure. In R. C. Cloud (Ed.). Legal issues in the community college (New Directions for Community Colleges, no. 125) (pp. 51-63). San Francisco, CA: Wiley Periodicals, Inc. [OPTIONAL]

1.11 DEPARTMENT CHAIRS

- §1.11.a Carroll, J. B., & Wolverson, M. (2004). Who becomes a chair? (New Directions for Higher Education, no. 126) (pp. 3-10). San Francisco, Wiley Periodicals, Inc.
- §1.11.b Hecht, I. W. D. (2002). The professional development of department chairs (New Directions for Higher Education, no. 126) (pp. 27-44). San Francisco, Wiley Periodicals, Inc. [OPTIONAL]
- §1.11.c Leaming, D. R. (1998). Academic leadership: A practical guide to chairing the department. Bolton, MA: Anker Publishing Company, Inc. (Read Chapter 22, *Dealing with curriculum matters*, pp. 223-239).
- §1.11.d Leaming, D. R. (1998). Academic leadership: A practical guide to chairing the department. Bolton, MA: Anker Publishing Company, Inc. (Read Chapter 12, *Building and maintaining morale*, pp. 128-137). [SKIM]
- §1.11.e Wilson, R. (2001, Mar. 2). Beggar, psychologist, mediator, maid: The thankless job of a chair[person]. Chronicle of Higher Education, 47(25), A10.

1.12 UNDESIREABLE FACULTY ATTITUDES & BEHAVIORS

- §1.12.a Baron, D. (2003, Oct. 24). Professors behaving badly. Chronicle of Higher Education, 50(9), C3
- §1.12.b Leaming, D. R. (1998). Academic leadership: A practical guide to chairing the department. Bolton, MA: Anker Publishing Company, Inc. (Read Chapter 11, *Dealing with difficult faculty*, pp. 113-127).

1.13 COLLECTIVE BARGAINING

- §1.13.a Hoffman, A. M., Summers, R. W., & Thayer, Y. (2000). Collective bargaining. In A. M. Hoffman & R. W. Summers (Eds.), Managing colleges and universities: Issues for leadership (pp. 125-137). Westport, CT: Bergin & Garvey. [OPTIONAL]
- §1.13.b Boris, R. J. (2004). Collective bargaining and community colleges. In R. C. Cloud (Ed.). Legal issues in the community college (New Directions for Community Colleges, no. 125) (pp. 41-49). San Francisco, CA: Wiley Periodicals, Inc. [OPTIONAL]

1.14 “ALMOST” FINAL WORDS ON FACULTY

- §1.14.a Altman, H. B. (2004). A baker's dozen: Dirty lessons I have learned in an academic career. Change, 36(4), 50-53.
- §1.14.b O'Brien, G. D. (1998). All the essential half-truths about higher education. Chicago, IL: University Of Chicago Press. (Chapter 1, Anyone for higher education?, pp. 1-30) [SKIM]

WEEKEND 2 – FACULTY SENATE, DEANS & DIRECTORS
Theoretical Emphases: Leadership & Decision-making

“Father Damian’s Rules for Deans. Rule 1. – Hide!!! Rule 2. – If they find you, lie!!!”

Fr. Damian C. Fandal, O.P.³

2.1 GOVERNANCE: PARTICIPATION OR PARTISAN POLITICS?

- §2.1.a Gayle, D. J., Tewarie, B., White, Jr., A. Q. (2003). Governance in the twenty-first century university: Approaches to effective leadership and strategic management. San Francisco, CA: Jossey-Bass, Inc. (Read *only Challenges to university governance structures*, pp. 21-40)
- §2.1.b Hamilton, N. W. (2004). Faculty involvement in system-wide governance. In W. G. Tierney (Ed.), Competing conceptions of academic governance: Negotiating the perfect storm (pp. 77-103). Baltimore, MD: Johns Hopkins University Press. [see EDL 541 course packet]
- §2.1.c Eckel, P. D. (2000). The role of shared governance in institutional hard decisions: Enabler or antagonist?. Review of Higher Education, 24(1), 15-39.
- §2.1.d Pope, M. L. (2004). A conceptual framework of faculty trust and participation in governance (New Directions for Higher Education, no. 127) (pp. 75-84). San Francisco, CA: Wiley Periodicals, Inc.
- §2.1.e Collis, D. J. (2004). The paradox of scope: A challenge to the governance of higher education. In W. G. Tierney (Ed.), Competing conceptions of academic governance: Negotiating the perfect storm (pp. 33-76). Baltimore, MD: Johns Hopkins University Press.
- §2.1.f Julius, D. J., Baldrige, J. V., & Pfeffer, J. (2000). A memorandum from Machiavelli on the principled use of power in the academy. In A. M. Hoffman & R. W. Summers (Eds.), Managing colleges and universities: Issues for leadership (pp. 43-62). Westport, CT: Bergin & Garvey.
- §2.1.g Minor, J. T. (2003). Assessing the senate: Critical issues considered. American Behavioral Scientist, 46(7), 960-977.
- §2.1.h Kaplan, G. E. (2004). Do governance structures matter?. In W. G. Tierney & V. M. Lechuga (Eds.), Restructuring shared governance in higher education (New Directions for Higher Education, no. 127) (pp. 23-34). San Francisco, CA: Jossey-Bass, Inc.
- §2.1.i Minor, J. T. (2004). Decision making in historically black colleges and universities: Defining the governance context. Journal of Negro Education, 73(1), 40-52.

³ Birnbaum. 2004, p. 177; Birnbaum, R. (2004). Speaking of higher education: The academic’s book of quotations. Westport, CT: Greenwood Publishing Group, Inc.

2.2 FACULTY INVOLVEMENT IN STUDENT AFFAIRS

- §2.2.a Bourassa, D. M., & Kruger, K. (2001). The national dialogue on academic and student affairs collaboration. In A. Kezar, D. J. Hirsch, & C. Burack (Eds.), Understanding the role of academic and student affairs collaboration in creating a successful learning environment (New Directions for Higher Education, no. 116) (pp. 9-38). San Francisco, CA: Jossey-Bass, Inc.
- §2.2.b Brown, C. L., & Miller, M. T. (1998). Diversity in decision making: Minority faculty involvement in governance. College Student Affairs Journal, 18(1), 25-32. [OPTIONAL]

2.3 ACADEMIC DEANS & DIRECTORS

- §2.3.a Bright, D. F., & Richards, M. P. (2001). The academic deanship: Individual careers and institutional roles. San Francisco, CA; Jossey-Bass, Inc. (Chapter 3, *Finding the right position*, pp. 33-47) [OPTIONAL]
- §2.3.b Hoppe, S. L. (2003). Identifying and nurturing potential and academic leaders. In S. L. Hoppe & B. W. Speck, Identifying and preparing academic leaders (New Directions for Higher Education, no. 124) (pp. 3-12). San Francisco, CA: Jossey-Bass, Inc. [OPTIONAL]
- §2.3.c Lee, A., & Hoyle, E. (2002). Who would become a successful dean of faculty of medicine: Academic or clinician or administrator?. Medical Teacher, 24(6), 637-641.
- §2.3.d Montez, J. M., Wolverton, M., & Gmelch, W. H. (2002). The roles and challenges of deans. Review of Higher Education, 26(2), 241-266.
- §2.3.e Jackson, J. F. L., & Gmelch, W. H. (2003). How associate deans' positions are designed within the context of the top 50 colleges and schools of education. Peabody Journal of Education, 78(2), 88-110. [OPTIONAL]
- §2.3.f Krahenbuhl, G. S. (2004). Building the academic deanship: Strategies for success. Westport, CT: Greenwood Publishing Group, Inc. (Read Chapter 6, *The dean and the faculty*, pp. 75-125)
- §2.3.g Rosser, V. J., Johnsrud, L. K., & Heck, R. H. (2003). Academic deans and directors: Assessing their effectiveness from individual and institutional perspectives. Journal of Higher Education, 74(1), 1-25.
- §2.3.h Fincher, C. (2003). Administrative leadership: In academic governance and management. Lanham, MD: University Press of America, Inc. (Read Chapter 3, *Roles and responsibilities*, pp. 35-56; Chapter 4, *Purposes and performance*, pp. 57-74) [OPTIONAL]

- §2.3.i Wolverton, M., Gmelch, W. H., Montez, J., & Nies, C. T. (2001). The changing nature of the academic deanship (ASHE-ERIC Higher Education Report 28(1)). San Francisco, CA: Jossey-Bass, Inc. (Read only *Who are deans and what do they do?*, pp. 5-25)
- §2.3.j Asaro, N. (2004). Careers in academic administration (with Robert Corbett, John Hajda, Molly Roth, and Peter Stokes) [OPTIONAL]
- §2.3.k Smith, S. K. (2004). Careers in educational consulting (with Ben Edwards, Risa Nystrom, & Leo Simonetta, hosted by Paula Foster) [OPTIONAL]

2.4 DECISION MAKING

- §2.4.a Vazsonyi, A. (1990). Decision making: Normative, descriptive and decision counseling. Managerial and Decision Economics, 11(5), 317-325.
- §2.4.b Sutcliffe, K. M., & McNamara, G. (2001). Controlling decision-making practice in organizations. Organization Science, 12(4), 484-501.
- §2.4.c Coursey, D., & Bozeman, B. (1990). Decision making in public and private organizations: A test of alternative concepts of “publicness”. Public Administration Review, 50(5), 525-535. [OPTIONAL]

2.5 REORGANIZATION & RETRENCHMENT

- §2.5.a Lee, B. A. (2004, June 25). Colleges should plan now for a financial crunch. Chronicle of Higher Education, 50(42), B8.
- §2.5.b Eckel, P. D. (2002). Decision rules used in academic program closure: Where the rubber meets the road. Journal of Higher Education, 73(2), 237-262.

2.6 INDUSTRY REVIEW: ACCREDITATION

- §2.6.a Greenberg, M. (2001, Oct. 26). What administrators should know about accreditation. Chronicle of Higher Education.
- §2.6.c Alstete, J. W. (2004). Accreditation matters. (ASHE-ERIC Higher Education Report, 30(4)). San Francisco, CA: Jossey-Bass, Inc. [OPTIONAL]

WEEKEND 3 – RESEARCH ADMINISTRATION, PROVOSTS, PRESIDENTS
Theoretical Emphases: Leadership & Organization Change

“Being president of a university is like being a mayor.”

Frank Newman, 2000⁴

3.1 RESEARCH ADMINISTRATION

- §3.1.a Krahenbuhl, G. S. (2004). Building the academic deanship: Strategies for success. Westport, CT: Greenwood Publishing Group, Inc. (Read Chapter 9, *Research and creative activities*, pp. 157-172)
- §3.1.b Rankin, A. C. (1956). The administrative processes of contract and grant research. Administrative Science Quarterly, 275-294. [OPTIONAL]
- §3.1.c Anderson, M. S. (2001). The complex relations between the academy and industry: Views from the literature. Journal of Higher Education, 72(2), 226-246.
- §3.1.d Slaughter, S. (1993). Beyond basic science: Research university presidents’ narratives of science policy. Science, Technology, & Human Values, 18(3), 278-302.
- §3.1.e Martinson, B. C., Anderson, M. S., de Vries, R. (2005). Scientists behaving badly. Nature, 435(9), 737-738.

3.2 ETHICAL BEHAVIOR – PROFESSORS AND ADMINISTRATORS

- §3.2.a Bruhn, J. G., Zajac, G., Al-Kazemi, A. A., Prescott, L. D., Jr. (2002). Moral positions and academic conduct. Journal of Higher Education, 73(4), 461-493. [OPTIONAL]

3.3 INSTITUTIONAL BEHAVIOR & THE “ENTREPRENEURIAL”⁵ LEADER

- §3.3.a Tierney, W. G. (2002). Mission and vision statements: An essential first step. In R. M. Diamond (Ed.), Field guide to academic leadership (pp. 49-58). San Francisco, CA: Jossey-Bass, Inc.
- §3.3.b McMurtrie, B. (1999, July 23). A president’s forceful vision divides the world’s largest Baptist university. Chronicle of Higher Education, 45(46), A63-A65.
- §3.3.c Kirp, D. L., & Holman, J. (2003). This little student went to market. In D. L. Kirp (Ed.), Shakespeare, Einstein, and the bottom line: The marketing of higher education. Cambridge, MA: Harvard University Press.
- §3.3.d Carlin, J. F. (1999, Nov. 5). Restoring sanity to an academic world gone mad. Chronicle of Higher Education, 46(11), A76.

⁴ In a conversation with Frank Newman, he posed a conceptualization of higher education leadership akin to government operations.

⁵ NB: We will distinguish between two primary conceptions of the “entrepreneurial leader”.

- §3.3.e Speck, B. W. (2003). The role of doctoral programs in preparing faculty for multiple roles in the academy (New Directions for Higher Education, no. 124) (pp. 41-55). San Francisco, CA: Jossey-Bass, Inc. [OPTIONAL]
- §3.3.f Barendsen, L. & Gardner, H. (2004). Is social entrepreneurship a new type of leader? Leader to Leader, 43-50
- §3.3.g Fisher, J. L., & Koch, J. V. (2004). The entrepreneurial college president. Westport, CT: Greenwood Publishing Group, Inc. (Read Chapter 2, *A review of relevant work*, pp. 9-34)
- §3.3.h Fisher, J. L., & Koch, J. V. (2004). The entrepreneurial college president. Westport, CT: Greenwood Publishing Group, Inc. (Read Chapter 7, *Entrepreneurial examples: The American college presidency at the beginning of the twenty-first century*, pp. 119-144) [OPTIONAL]
- §3.3.i Logue, A. W., & Anderson, Y. D. (2001). Higher-education administrators: When the future does not make a difference. Psychological Science, 12(4), 276-281.
- §3.3.j McLaughlin, J. B. (2004). Leadership, management, and governance. In J. B. McLaughlin, Leadership amid controversy: Presidential perspectives (New Directions for Higher Education, no. 126) (pp. 27-44). San Francisco, Wiley Periodicals, Inc. [SKIM]

3.4 CHIEF ACADEMIC OFFICER (aka CHIEF KNOWLEDGE OFFICER or CHIEF ADMINISTRATIVE OFFICER)

- §3.4.a Paradise, L. V. (2004, Jan. 16). The perils of provosting. Chronicle of Higher Education, 50(19), C1.
- §3.4.b Edelstein, M. G. (1997). Academic governance: The art of herding cats. In J. Martin, & J. E. Samels (Eds.), First among equals: The role of the chief academic officer (pp. 58-78). Baltimore, MD: Johns Hopkins University Press. [OPTIONAL]
- §3.4.c Basinger, J. (2003, Apr. 25). More power for provosts. Chronicle of Higher Education, 49(33), A26.
- §3.4.d Grund, N. (2004). Partnering with academic affairs: Reporting to your provost can increase opportunities. NASPA Leadership Exchange, 10-13. [OPTIONAL]

3.5 DATA & ASSESSMENT

You will receive more information on this sub-topic in the Staff and Program Evaluation course (EDL 532) with Professor Healy; see also notes from Introduction to Higher Education (EDL 541, Sun) and Educational Planning & Systems (EDL 572, Sun).

- §3.5.a Leaming, D. R. (1998). *Academic leadership: A practical guide to chairing the department*. Bolton, MA: Anker Publishing Company, Inc. (Read Chapter 16, *Developing outcome assessment programs*, pp. 160-166).
- §3.5.b ----- (2004, Sept. 3). How can colleges prove they're doing their jobs?. Chronicle of Higher Education, 51(2), B6.
- §3.5.c Creswell, J. W., & England, M. E. (1994). Improving informational resources for academic deans and chairpersons. In M. K. Kinnick (Ed.). Providing useful information for deans and department chairs (New Directions for Institutional Research, no. 84) (pp. 5-18). San Francisco, CA: Jossey-Bass, Inc. [SKIM]
- §3.5.d Trower, C. A., & Honan, J. P. (2002). How might data be used?. In R. P. Chait (Ed.), The questions of tenure (pp. 273-308). Cambridge, MA: Harvard University Press.
- §3.5.e Moreno, A. A., & Tadepalli, R. (2002). Assessing academic department efficiency at a public university. Managerial and Decision Economics, 23, 385-397.
- §3.5.f Ratcliff, J. L., Lubinescu, E. S., & Gaffney, M. A. (2002). Two continuums collide: Accreditation and assessment. In J. L. Ratcliff, E. S. Lubinescu, & M. A. Gaffney. How accreditation influences assessment (New Directions for Higher Education, no. 113) (pp. 5-21). San Francisco, CA: Jossey-Bass, Inc.

3.6 ORGANIZATIONAL DESIGN

We will be picking-up from the Educational Planning & Systems course (EDL 572).

- §3.6.a Birnbaum, R. (1988). How colleges work: The cybernetics of academic organization and leadership. San Francisco, CA: Jossey-Bass, Inc. (Read pp. 83-200)⁶
- §3.6.b Huber, G. P., & McDaniel, R. R. (1986). The decision-making paradigm of organizational design. Management Science, 32(5), 572-589.
- §3.6.c Dalziel, M., DeVoge, S., & LeMaire, K. (2004). Six principles for designing the accountable organization. Journal of Organizational Excellence, 23(4), 59-66. [OPTIONAL]

⁶ Read carefully and outline the chapters. I recommend that you share notes among your colleagues.

- §3.6.d Mills, M., Bettis, P., Miller, J. W., & Nolan, R. (2005). Experiences of academic unit reorganization: Organizational identity and identification in organizational change. Review of Higher Education, 28(4), 597-619.
- §3.6.e Dorweiler, V. P., & Yakhou, M. (2005). Scorecard for academic administration performance on the campus. Managerial Auditing Journal, 20(2), 138-144. [OPTIONAL]
- §3.6.f Toma, J. D., Dubrow, G., & Hartley, M. (2005). The uses of institutional culture: Strengthening identification and building brand equity in higher education. (ASHE-ERIC Higher Education Report, 31(2)). San Francisco, CA: Jossey-Bass, Inc. [SKIM]

3.7 LEADING CHANGE: ORGANIZATIONAL REDESIGN

We will be picking-up from the Educational Planning & Systems course (EDL 572).

- §3.7.a Kezar, A. J. (2001). Understanding and facilitating organizational change in the 21st century: Recent research and conceptualizations (ASHE-ERIC Higher Education Report, 28(4)). San Francisco, CA: Jossey-Bass, Inc. [SKIM]
- §3.7.b Institute for Higher Education Policy (2004). Leading the way to America's future. Washington, DC: Author. [OPTIONAL]
- §3.7.c Lick, D. W. (2002). Leadership and change. In R. M. Diamond (Ed.), Field guide to academic leadership (pp.27-47). San Francisco, CA: Jossey-Bass, Inc. [OPTIONAL]
- §3.7.d Leaming, D. R. (1998). Academic leadership: A practical guide to chairing the department. Bolton, MA: Anker Publishing Company, Inc. (Read Chapter 18, *Managing change*, pp. 176-190). [SKIM]
- §3.7.e Schmidt, P. (1999, Oct. 1). U. of Maine chief mixes political savvy and hands-off style to revive the system. Chronicle of Higher Education, 46(6), A46. [SKIM]

3.8 SPECIAL ORGANIZATIONAL CASES

- §3.8.a Harrison, T. R. (2004). What is success in ombuds processes?: Evaluation of a university ombudsman. Conflict Resolution Quarterly, 21(3), 313-335. [OPTIONAL]
- §3.8.b Baus, F., & Ramsbottom, C. A. (1999). Starting and sustaining a consortium. In L. G. Dotolo, & J. T. Strandness (New Directions for Higher Education, no. 106) (pp. 3-18). San Francisco, Wiley Periodicals, Inc. [OPTIONAL]
- §3.8.c Moses, III, H., Their, S. O., & Matheson, D. H. M. (2005). Why have academic medical centers survived?. JAMA, 293(12), 1495-1500. [OPTIONAL]