

**North Park University**  
**School of Business and Nonprofit Management**

**SBNM 5741**  
**Organization and Governance of Higher Education**

**Syllabus**

**Course Instructor:** Dr. Wesley E. Lindahl, Dean of the School of Business and Nonprofit Management and Nils Axelson Professor of Nonprofit Management at North Park University.

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**Classroom:** Online

**Schedule:** October 20 through December 16

**Office Hours:** By appointment.

**Introductory Comments:**

This course provides the theoretical framework for understanding higher education organizations and the key players whose decisions shape the future for the organizations and for society. Governance is always more difficult within an organization with multiple --oftentimes competing--goals. Faculty, alumni, administrators, coaches, students, and government officials all have a different understanding of success within a university or college. Who gets to make the decisions within this setting is not always clear. The theoretical framework described in this course assists stakeholders in understanding these organizations and lends a basis for informed decision making by participants.

As is the case for most theory courses, the practical aspects of the field can easily be lost without a very intentional plan. Furthermore, theory outside of the practice context can be difficult to learn, retain, and apply to real life situations. For this reason, participants who register for this class are required to have access to a higher education organization for which they can both use as a subject for class discussions and in course assignments, including the final take-home examination.

### **Course Description and Student Learning Objectives:**

This course provides an overview of the organizational characteristics and processes of colleges and universities with an emphasis upon the governance structures, i.e., the process for making major policy decisions. Additionally, students will be introduced to the sources of power and influence typically found in academic organizations, along with the primary issues related to organizations and governance of higher education.

This course is designed to help students answer four core questions:

- 1) What are the organizational characteristics and processes of colleges and universities?
- 2) What are the sources of power and influence in academic organizations?
- 3) What are the primary issues related to organization and governance of higher education?
- 4) What are the organizational theories in higher education and how do they relate to current practice?

More specifically, the course examines the major thoughts and practices of academic organization, governance and leadership. The intent of this course is to provide students a synthesis and integration of contemporary issues regarding organization and governance from conceptual and practical perspectives. At the completion of the course, it is expected that students will be able to:

- Explain the major features, strengths, and limitations of major organizational models/metaphors as they relate to colleges and universities as formal organizations.
- Explain and interpret how colleges work (from an organizational perspective) in light of the organizational models studied in class.
- Apply the organizational models studied in class to actual work settings.
- Analyze the typical governance structures for private and public colleges and universities.

- Identify the major participants in campus governance and explain the roles that they play in the governance of a particular college or university campus.
- Identify the major sources of power and influence which various stakeholders have in academic organizations as well as factors which can impact their utilization.
- Synthesize solutions for the most pressing issues facing higher education with regard to organization and governance.

**Required Texts:**

Bolman L. G. and Terrence E. Deal (2008) Reframing organizations: artistry, choice, and leadership (fourth edition); San Francisco, CA: Jossey-Bass.

Brown II, M. Christopher, Editor (2010) Organization & Governance in Higher Education (sixth edition); Boston, MA: Pearson Custom Publishing. [A new edition was just released, so make sure to get the right one--SIXTH]

## **Week I: Structural Frame**

### **Student Learning Objectives:**

After completing the week the students will have an understanding of the need for different frameworks in dealing with organizational issues in higher education. They will be familiar with the structural frame and be able to describe the issues involved in structuring higher education.

### **Topics:**

- Why frameworks?
- Structural framework
- Minzberg's Fives
- Organizing Teams
- Structural issues

### **Readings to be completed for this class:**

- Bolman/Deal Chapters: 1 – 5
- Brown, P. xvii “Canonical and Emergent Scholarship on Organization and Governance in Higher Education: An Introduction to the Sixth Edition” by M. Christopher Brown II, Jason E. Lane, and Eboni M. Zamani-Gallaher.
- Brown, P. 54. “The Professional Bureaucracy” by Henry Mintzberg.

## **Week II: Human Resources Frame**

### **Student Learning Objectives:**

After completing the week the students will be familiar with the human resource (collegial) frame and will be able to describe the issues involved in applying this frame to higher education.

### **Topics:**

- Human Resources Frame
- Theory X and Theory Y
- Lean and Mean: More Benefits than Cost?
- Hiring
- Diversity
- Management styles

**Readings to be completed for this class:**

- Bolman/Deal Chapters: 6 – 8
- Brown, P. 195. “Statement on Government of Colleges and Universities” by AAUP.
- Brown, P. 605. “The Nature of Administrative Behavior in Higher Education” by David D. Dill.
- Brown, P. 117. “Administrative and Professional Authority” by Amitai Etzioni.
- Brown, P. 295. “Enhancing Campus Climates for Racial/Ethnic Diversity: Educational Policy and Practice”, by Sylvia Hurtado, Jeffrey F. Milem, Alma R. Clayton-Pedersen, and Walter R. Allen.
- Brown, P. 932. “An Organizational Analysis of Racism in Higher Education” by Mark A. Chesler and James Crowfoot.

### **Week III: Political Frame**

#### **Student Learning Objectives:**

After completing the week the students will be familiar with the political frame and will be able to describe the issues involved in applying this frame to higher education.

#### **Topics:**

- Power and decision making
- Conflict in Organization
- Morality and Politics
- Organizations as political agents

#### **Readings to be completed for this class:**

- Bolman/Deal Chapters: 9 – 11
- Brown, P. 202. “Alternative Models of Governance in Higher Education” by J. Victor Baldrige, David V. Curtis, George P. Ecker and Gary L. Riley
- Brown, P. 800. “Beyond Baldrige: Extending the Political Model of Higher Education Organization and Governance” by Brian Pusser

### **Week IV: Symbolic Frame**

#### **Student Learning Objectives:**

After completing the week the students will be familiar with the symbolic frame and will be able to describe the issues involved in applying this frame to higher education.

#### **Topics:**

- Culture and symbols
- Organizational process as theater
- Loosely-coupled systems
- Organized Anarchy

#### **Readings to be completed for this class:**

- Bolman/Deal Chapters: 12 – 14
- Brown, P. 351. “Leadership in an Organized Anarchy” by Michael D. Cohen and James G. March.
- Brown, P. 74. “Educational Organizations as Loosely Coupled Systems” by Karl E. Weick.
- Brown, P. 328. “Organizational Culture in Higher Education” by William G. Tierney.
- Brown, P. 271. “The Organizational Saga in Higher Education” by Burton R. Clark

## **Week V: Improving Leadership Practice**

### **Student Learning Objectives:**

After completing the week the students will know how to integrate frames in the application of theory to a particular application in higher education.

### **Topics:**

- Wheaton Case
- Integrating frames
- Matching frames to situations
- Reframing leadership

### **Readings to be completed for this class:**

- Bolman/Deal Chapters: 15 – 17
- Brown, P. 492. “The Applicability of Institutional Goals to the University Organization” by Glenys Patterson (Massey University, New Zealand).

## **Week VI: Reframing Change**

### **Student Learning Objectives:**

After completing the week the students will be able to critique papers that apply organizational theory to real issues in higher education, giving suggestions to their fellow students on how best to frame an issue and how to develop an action plan for decision making. Also, the students will understand the change process in higher education and be able to develop strategies that help to improve the change process.

### **Topics:**

- Change
- Reframing Ethics

### **Readings to be completed for this class:**

- Bolman/Deal Chapters: 18 – 19
- Brown, P. 371. “The Ambiguity of Leadership” by Jeffrey Pfeffer.
- Brown, P. 380. “Symbolism and Presidential Perceptions of Leadership” by William G. Tierney.
- Brown, P. 451. “A Memo from Machiavelli” by Daniel J. Julius, J. Victor Baldrige, and Jeffrey Pfeffer.
- Brown, P. 482. “The Life Cycle of Academic Management Fads”, by Robert Birnbaum.
- Brown, P. 586. “Who’s Doing it Right? Strategic Activity in Public Research Universities” by Gary Rhoades.

## **Week VII: Bringing it All Together: Change and Leadership in Action**

### **Student Learning Objectives:**

After completing the week the students will be able to synthesize solutions for the most pressing issues facing higher education with regard to organization and governance.

### **Topics:**

- Student case studies
- The reframing process

### **Readings to be completed for this class:**

- Bolman/Deal Chapters: 20 – 21
- Brown, P. 1142. “Balancing Corporation, Collegium and Community” by James Downey

## **Course Requirements:**

1. Active and informed participation in course discussion.

As adult learners, you are expected to manage your own learning process. The extent to which the class is valuable to you will depend much upon your level of personal involvement in learning.

2. Assignments.

Three assignments will involve exploring an aspect of organizational and governance theory in a practical context.

3. Final Exam

A comprehensive take home final exam will be used to assess student achievement of course objectives. Peer evaluation of the final exam drafts will assess student ability to analyze and critique solutions to organization and governance issues in higher education.

## **Basis of Grading:**

Participation will be worth 70 points.

All assignments are due on the dates indicated. Each assignment will be worth 30 points (3 X 30= 90 total). The typical number of points given will be 25 points. 30 points will be given for exceptionally well-written papers. Late assignments will drop by 5 points each week, unless special arrangements are made. Assignments will not receive any points if turned in after the final class, unless approved in advance.

Peer Review Assessment grade of 20 points will be given when the student provides at least one substantive comment to each of the peer's student's final examination drafts.

The final examination will be worth 100 points.

### **Point Chart**

Participation	70 (25 percent)
Assignments	90 (32 percent)
Peer Review Assessments	20 (7 percent)
Final Examination	100 (36 percent)

## **Academic Honesty:**

In keeping with our Christian heritage and commitment, North Park University and the School of Business and Nonprofit Management are committed to the highest possible ethical and moral standards. Just as we will constantly strive to live up to these high standards, we expect our students to do the same. To that end, cheating of any sort will not be tolerated. Students who are discovered cheating are subject to discipline up to and including failure of a course and expulsion.

Our definition of cheating includes but is not limited to:

1. Plagiarism – the use of another’s work as one’s own without giving credit to the individual. This includes using materials from the internet.
2. Copying another’s answers on an examination.
3. Deliberately allowing another to copy one’s answers or work.
4. Signing an attendance roster for another who is not present.

In the special instance of group work, the instructor will make clear his/her expectations with respect to individual vs. collaborative work. A violation of these expectations may be considered cheating as well.

For further information on this subject you may refer to the Academic Dishonesty section of the University’s online catalog.

In conclusion, it is our mission to prepare each student for a life of significance and service. Honesty and ethical behavior are the foundation upon which such lives are built. We therefore expect the highest standards of each student in this regard.

## **Criteria for grading written assignments:**

A/A- Well-written with no errors (spelling, sentence fragments, unclear sentences, etc.). Excellent analysis and well-supported conclusions. Demonstrates complex understanding of topic and familiarity with supporting sources (readings, class presentations). Fully and clearly responsive to question(s) asked.

B/B- Moderately well-written with few errors. Good analysis and well-supported conclusions. Demonstrates correct understanding of topic and familiarity with most supporting sources (readings, class presentations).

C/C- Content may show either less than correct familiarity with the topic or bulk of supporting sources, is not fully responsive to the question(s) asked, or is poorly written (major mistakes made).

D/D- Any combination below the levels described above.

### **Class Attendance Policy**

The graduate courses in the SBNM are all 7 weeks in length. Missing one class session is allowed without penalty as long as all readings and assignments are made up by the student within a reasonable time period (the following week). Failing to log into an online course site for an entire week is allowed, but a penalty may be applied at the instructor's discretion. Missing a second class session is allowed only in unusual circumstances by prior arrangement with the instructor. Since this represents almost 30% of the engagement time for the course, the student runs the risk of receiving a lower overall grade for the class. Faculty are encouraged to drop the course grade by a full letter grade in this situation. A student who misses three classes (or the equivalent two weeks for an online class) will automatically fail the course, unless the student drops the course before the seventh week of class. Students who drop a course will be held responsible for tuition, based upon the current North Park University policy outlined in the University Catalog (found on the NPU website).

### **Disabilities Accommodations**

Students with disabilities who believe that they may need accommodations in this class are encouraged to contact your program's office (Business: 773-244-6270). Please do so as soon as possible to better ensure that such accommodations are implemented in a timely manner. For further information please review the following website:  
<http://www.northpark.edu/ada>

### **Use of APA Publication Manual**

The School of Business and Nonprofit Management (SBNM) has adopted the Publication Manual of the American Psychological Association (APA) as the standard and required format for all written assignments in SBNM courses.

Our goal in adopting the APA Manual is to enhance student learning by:

- 1) Improving student's writing skills.
- 2) Standardizing the required format of all written assignments in all SBNM courses.
- 3) Emphasizing the importance of paper mechanics, grammatical constructs, and the necessity of proper citations.
- 4) Holding students accountable for high quality written work.

If you are unfamiliar with the requirements of the APA Publication Manual, we recommend that you purchase the reference manual and/or that you consult one or more of the suggested resources as listed on the Student Resources section of the SBNM website. It is your responsibility to learn and ensure that all written work is formatted according to the standards of the APA Manual.