

EAD 970
Administration and Governance in Postsecondary Education

Fall, 2008

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Although we set out primarily to study reality, it does not follow that we do not wish to improve it; we should judge our researches to have no worth at all if they were to have only a speculative interest. If we separate carefully the theoretical from the practical problems, it is not to neglect the latter; but, on the contrary, to be in a better position to solve them.

Emile Durkheim, The Division of Labor in Society

Introduction:

How do administrators manage modern postsecondary organizations? And how should they? How does organizational purpose get decided and defined? How do context and environment influence the way we think about the structure and function of an organization? Can an individual create change in an organization? Why are management and change strategies effective in one organizational setting and futile in another? Are teams and networks the wave of the future or just another passing administrative fad? Do administrators and faculty manage differently? What of the impact of technology and a global society? These questions, and a multitude of similar thoughts, are central to the content of this class.

It is useful for those involved in postsecondary institutions to understand what organizations are, how they function (and dysfunction), and why. Therefore, this course intends to provide you with insights into the functioning and governance of educational organizations by exposing you to a wide range of viewpoints in the literature that portray colleges and universities as complex organizations. This is not a class on how to do your administrative or faculty job; this is a class on how to understand the context in which you work.

To do this, we will delve into a variety of scholarly literatures, examining many theories and concepts as tools for understanding academic environments. We will discuss and debate the merits of these ideas and theories for describing and explaining the reality of colleges and universities as we understand and experience that reality. In the process, we will engage in a dynamic learning process that involves most basically our own understandings of postsecondary environments. That is to say, all of us already use theories to guide our actions and shape our understandings; some are quite explicit but others are implicit. These personal "mental models" [what I often call "embedded assumptions"] must become part of the conscious discussion in the class. No matter what your

purpose is in taking the course, one outcome will be a deeper understanding of your own (possibly changing) viewpoint and a better appreciation of others' views.

While this course is by no means a comprehensive examination of complex organizations, we will focus on their administration and governance functions from multiple perspectives. We will help each other analyze a set of theoretical perspectives, identify their strengths and weaknesses, and assess their applicability/appropriateness for various situations or settings drawn from experience and a series of case studies.

Objectives:

1. To provide students with a systematic and critical understanding of organizational theory and research, and the factors involved in the functioning and analysis of postsecondary institutions, particularly colleges and universities, as complex organizations.
2. To show how these ideas serve as tools for analyzing organizational situations. The topics covered in the course are chosen to allow students to make connections to various academic contexts, to encourage students' reflective understanding and critical analysis, and to provide an improved basis for action.

Required Texts:

Bolman, L.G. and Deal, T.E. (1997). *Reframing Organizations: Artistry, Choice, and Leadership*. 2nd Edition. San Francisco: Jossey-Bass.

Morgan, Gareth. (1999). *Images of Organizations*. 2nd Edition. Beverly Hills: Sage Publications.

Scott, W.R. and Davis, G. F. (2007). *Organizations and Organizing: Rational, Natural, and Open Systems Perspectives*. Upper Saddle River, NJ: Prentice Hall.

A required set of scanned and on-line readings

Course Requirements:

Class Participation/Attendance:

This course is part of the HALE doctoral core, so the framework for the course was collaboratively designed by a group of faculty. Basic texts and other materials, mostly from the general organization literature, were selected for use and they are updated in part, annually, although the core readings stay largely the same. Please feel free to bring other readings and materials for the class to examine or to our attention. As in any doctoral course, including a core class, everyone needs to be co-owners of the class and collectively responsible for its quality and outcomes. I take responsibility for the overall design and direction of the course and for the academic requirements, but it will be facilitated as a seminar or inquiry in which we hold ourselves and each other accountable for a strong and rich intellectual enterprise and dialogue.

Your attendance is essential to a successful collective experience. The format of the class requires that each person comes prepared to take an active role in class. This means not only having read the assigned materials, but also being prepared to discuss the salient issues, questions, and problems emerging from the readings, to utilize your knowledge and professional experiences in addressing the readings and any class activities, case problems, etc. Class participation also involves opening oneself to challenge and to be challenged by the ideas and topics of the session. This includes posing problems, questions, issues and puzzles to the group in class and on-line. Participation involves both actively contributing and actively listening, so being mindful of group dynamics and one's own role as a group member is important. While there is not a specific course requirement for on-line posting, there is an expectation that on-line correspondence will be read by all class members, contributed to as appropriate or requested, and that each member will post an issue or critical thought at least twice during the term. Please notify me by email or phone in advance if you are unable to attend any class session. This is worth **20%** of your final grade.

Analytic Component:

Case Study Analyses/Discussions. At various times throughout the semester, we will use case studies as a means for applying theory to practice. You will receive a copy of the case no more than two weeks in advance of its due date and will prepare for a critical, analytic discussion in class. You will also prepare a written analysis of the case as fulfillment of this portion of the course grade. You will spend 5-8 pages answering questions provided with each case. The objective is not to *solve* the case but to demonstrate your understanding of theory's use in *analyzing* real-life organizational problems. Evaluation will be based on your ability to identify case issues, critically analyze the scenario through the theoretical or metaphorical lenses introduced in class, and link theory to practice. Building on the belief that administrators do not make decisions without input, please feel free to discuss the case outside of class. Each class member will be responsible for crafting their own written case analysis.

This component is worth 60% of the final grade; each case is worth 20% of the grade but there will be a "first draft discussion" of the first case to help with the learning curve for case analysis.

Final Case Development and Analysis. This assignment gives you a chance to prepare your own case drawn from some organizational aspect or issue in postsecondary education. In small teams, you will write a case problem in similar fashion to those examples used in class. The assignment calls you to provide a complete case problem that will be shared with the class. In turn, each team will be assigned the task of analyzing a case written by a colleague team. Work on case development and analysis will proceed in the following manner:

1. A preliminary identification of the group, topic and very brief description of the topic will be due **September 30th**.
2. An outline of the major aspects of the case is due **October 28th**. Students cannot change their case topic after this time.
3. For the finished case, you are asked to craft a strong central "story line" describing the key aspects of the case problem. Sufficient detail is necessary for

others to make sense of the case problem, but, as authors, the team needs to balance the level of discrete detail with the conceptual threads necessary for the case to be understood by the reader. It is important that the case be complex enough to suggest multiple analytic perspectives without becoming too context-specific as to be only understood by those who wrote the case e.g., watch "insider" language and jargon. We will talk more about drafting cases throughout the term. Again, the examples used in class provide several models; cases developed in earlier offerings of EAD 970 will also be available. Relevant accompanying documentation [attachments, memos, system drawings, etc.] should be turned in with the final case, if you choose to use them. Complete cases should be posted to the ANGEL site on **Monday, November 24**.

4. Each team will be assigned to a case written by a colleague team within the class. Teams are free to discuss in detail the case they are assigned and then each team member is expected to write a case analysis due no later than **December 2nd**.
5. Criteria for evaluating the final case assignment have two parts. The first is the writing of the actual case. Developed cases will be evaluated for: 1. Clarity and professionalism with which the problem is presented; 2. The comprehensive care with which the case situation is described; 3. The complexity and relevance of the case (very simple cases offer little challenge and are not likely to earn a high grade. conversely, overly complex cases that are too cumbersome for analysis will not likely do well. Striking a balance is important.) Final case problems should be a maximum of 15 pages. Your individually written case analysis will be evaluated similarly to earlier assignments. Final case analyses should be 5-8 pages.

Written Case Development is worth 20% of the final grade.

** The grade for written case development will be the same for all members of the team. Members will be expected to provide a brief evaluation of their team when submitting their final case analyses.*

Final Case Analysis is worth 20% of the final grade and is already noted in the analysis discussion above.

Issues or problems concerning any assignments should be discussed well in advance of the deadlines. All work should be completed by **December 2nd**.

EAD 970 Fall, 2008
CLASS SCHEDULE

I. Theories of Organizations

- WEEK 1**
August 26 **INTRODUCTIONS - Thinking Out Loud About Organizations**
Morgan, Introduction
Scott & Davis, The Subject is Organizations...
- Reference*
Duryea, Evolution of University Organizations (S)
(S = Scanned reading)
- WEEK 2**
September 2 **ORGANIZATIONS AS OPEN SYSTEMS**
Morgan, Organizations as Organisms
Scott & Davis, Organizations as Open Systems
Weick, Educational Organizations as Loosely Coupled Systems (S)
Wheatley, Change, Stability, and Renewal (S)
- WEEK 3**
September 9 **ORGANIZATIONS AS MACHINES**
Morgan, Organizations as Machines
Scott & Davis, Organizations as Rational Systems
Bolman & Deal, Getting Organized
Birnbaum, We're from the Government....(S)
- WEEK 4**
September 16 **PROFESSIONAL BUREAUCRACIES AND UNIVERSITIES**
Birnbaum, The Dilemma of Presidential Leadership (S)
Bolman & Deal, Structuring and Restructuring
Dill, The Nature of Administrative Behavior in Higher Education (S)
Mintzberg, The Professional Bureaucracy (S)
Scott & Davis, Technology and Structure
- WEEK 5**
September 23 **ORGANIZATIONS AS HUMAN RELATIONS**
Bolman & Deal, People and Organizations
Bolman & Deal, Interpersonal and Group Dynamics
Scott & Davis, Natural Systems
Scott & Davis, Labor and Structure
Morgan, Organizations as Instruments of Domination (p. 293-314; 329-333)
Bennis, Great Groups (P)
Your Ideas About Case Analysis Brought to Class
- WEEK 6**
September 30 **ORGANIZATIONS AS POLITICAL SYSTEMS**
Morgan, Interests, Conflict and Power: Organizations as Political Systems
Bolman & Deal, Power, Conflict and Coalitions

Bolman & Deal, The Manager as Politician
Bolman & Deal, Organizations as Political Arenas and Tools
Scott & Davis, Goals, Power and Control

Reference: Pfeffer & Selancik, Organizational Decision Making as a Political Process (S)

FINAL GROUP CASE TOPIC DUE

WEEK 7
October 7

ORGANIZATIONS AS CULTURES

Morgan, Creating Social Reality
Bolman & Deal, Organizational Culture and Symbols
Bolman & Deal, Organizations as Theatre
Kempner, The Search for Cultural Leaders (S)
Tierney, Organizational Culture in Higher Education (S)
Masland, Organizational Culture in the Study of Higher Education (S)
Weick, The Nature of Sensemaking (S)

FIRST WRITTEN ANALYSIS DUE

WEEK 8
October 14

APPLYING ORGANIZATIONAL CULTURE IN HIGHER EDUCATION

Dill, The Management of Academic Culture (S)
Gallant & Drinan, Organizational Theory and Student Cheating (S)
Gumport, Academic Structure, Culture & the Case of Feminist Scholarship (S)
Peterson & Spencer, Understanding Academic Culture and Climate (S)
Pfeffer, The Ambiguity of Leadership (S)
Porter, A Closer Look at Faculty Service (S)
Tierney, Symbolism and Presidential Perceptions of Leadership (S)
Thornton & Jaeger, The Role of Culture in Institutional and Individual Approaches to Civic Responsibility (S)

WEEK 9
October 21

ORGANIZATIONAL LEARNING

Argyris & Schon, What Is An Organization That It Can Learn? (S)
Calas & Smircich, Re-writing Gender into Organizational Theorizing (?)
Nkomo, Race in Organizations (S)
Senge, Building Learning Organizations (A)
Morgan, Flux and Transformation
Morgan, Organizations as Brains p. 81-96
Wheatley, The Creative Energy of the Universe – Information (S)

Reference: Scott, Chapter Five
Bolman & Deal, Integrating Frames
Scott & Davis, Combining Perspectives

II. MANAGING AND LEADING IN ACADEMIC ORGANIZATIONS

WEEK 10
October 28

GOVERNANCE

Birnbaum, The Latent Organizational Functions of the Academic Senate (S)
Bastedo, The Making of an Activist Governing Board (S)

Chesler & Crowfoot, An Organizational Analysis of Racism in Higher Education (?)
 Eckel, The Role of Shared Governance...(S)
 Kezar & Eckel, The Effect of Institutional Culture (S)
 Baldrige et al., Alternative Models of Governance in Higher Education (*)
 Downey, Balancing Corporation, Collegium & Community (S)
 Shinn, A Conflict of Cultures (S)
 Birnbaum, The End of Shared Governance (S)

Reference: Gayle, Structural and Cultural Elements of Governance (S)
 McLaughlin, Leadership, Management, and Governance (S)
 Minor, Understanding Faculty Senates (S)

FINAL CASE OUTLINE DUE

WEEK 11 LEADERSHIP

November 4

Aguirre and Martinez, Leadership Practices and Diversity in Higher Education (S)
 Bolman & Deal, Reframing Leadership
 Bolman & Deal, Reframing Ethics
 Cohen & March, Leadership in an Organized Anarchy (S)
 Ritt, Hearing the Opus: The Paradox for Women Leaders (S)
 Tierney, The New Face of Leadership (S)
 Zaccaro & Klimoski, Chapter One (S)

SECOND WRITTEN CASE ANALYSIS DUE

III. ADMINISTRATIVE PROCESSES IN ACADEMIC ORGANIZATIONS

WEEK 12 ORGANIZATIONAL ADAPTATION AND CHANGE

November 11

Cameron, Organizational Adaptation and Higher Education (S)
 Chaffee, Strategy (S)
 Eckel & Kezar, The Effect of Institutional Culture on Change... (S)
 Gumpert & Pusser, Restructuring the Academic Environment (S)
 Kezar, Understanding and Facilitating Organizational Change (S*)
 Leslie & Fretwell, Analyzing the Institution's Condition (S)
 Leslie & Fretwell, Strategy and Realism (S)
 Tierney, Organizational Attention Deficit Disorder (S)

Reference: Frank, Zhao & Borman, Social Capital and the Diffusion of Innovations within Organizations (S)
 Scott & Davis, Networks In and around Organizations
 Leslie & Fretwell, Triage (S)

Week 13 DECISION-MAKING AND PLANNING

November 18

Chaffee, Five Models of Organizational Decision Making (S)
 Hackman, Power and Centrality in the Allocation of Resources (S)

Peterson, Contextual Planning (S)
Birnbaum, Survival in a Changing Environment (S)
Birnbaum, Higher Education as a Commodity (S)
Handy, Elephants and Fleas: Is Your Organization Prepared for Change? (O)

Reference: Kotler & Murphy (S)
Dooris chapters (S)

WEEK14 **ORGANIZATIONAL ADAPTATION AND CHANGE (part two)**
November 25 Greenwood & Hinings, Understanding Radical Organizational Change (S)
Neumann, The Social Construction of Resource Stress (S)
Gray, Developing a Theory of Collaboration (S)
Gray, Overcoming Obstacles to Successful Collaboration (S)
Bridges & Mitchell, Leading Transition: A New Model for Change (O)
Simsek & Seashore Louis, Organizational Change as Paradigm Shift (S)
Levin, Making Sense of Organizational Change (S)
Rhoades, Who's Doing It Right? (S)

Reference: Gioia & Thomas, Sensemaking During Strategic Change in Academia (S)
Thor, Scarafiotti, & Helminski, Managing Change (S)
Wallace, In Search of Vision and Values (S)

FINAL CASES DISTRIBUTED BY 11/24

WEEK 15 **CRITIQUING AND FUTURING ABOUT ORGANIZATIONS**
December 2 Tierney, The 21st Century Organization (S)

FINAL WRITTEN CASE ANALYSIS DUE NO LATER THAN DECEMBER 2