Course Introduction

This course provides an overview and explanation of the organization and administration of higher educational organizations. This includes community colleges, proprietary institutions, comprehensive colleges, and research universities. The course introduces students to organizational and leadership theory as applied to the field of higher education. This overview will provide a foundation that facilitates students’ understanding of higher educational institutions as well as introduce multiple theoretical perspectives that can be used to analyze these organizations and their leaders.

Course Objectives

1. The primary objective of this course is to develop and educate leaders of higher education organizations.
2. Develop an understanding of both the organization and administration of higher education.
3. Develop an appreciation and understanding of the knowledge, skills, and attitudes required to administer and lead various types of higher education institutions.
4. Identify the functions, roles, responsibilities of leaders and administrative officers in higher education.
5. Develop an improved basis for professional action.
6. Provide students with a systematic and critical understanding of postsecondary institutions.
7. Develop knowledge of organizational models and conceptual tools derived from organizational theory and use them in the analysis of higher educational organizations.
8. Provide an overview of organizational structures, functions and processes of different types of higher and postsecondary institutions.
9. Learn the importance of different higher education institutional types and the role they play in American society.
10. Understand the relationships and interdependencies of the major internal and external constituent groups in higher education.
11. Examine and understand the role of federal, state, and local governments in higher education.
12. Examine and critically evaluate your beliefs and assumptions about the educational
enterprise and its role in society.
13. Enhance your ability to communicate your ideas effectively both orally and in writing.
14. Acquire an enhanced knowledge of the professional higher education literature.

**Administration**

The course is designed to be a collaborative effort with each student responsible for his or her own learning. The instructor’s responsibility is to provide a structure within which the student is free to learn. To this end, class structures and processes will be based on student and instructor interests and are subject to change.

The Class will consist of:

1. The first section of each class will focus on educational organization through discussion of the assigned and supplemental readings.
2. There will be a fifteen-minute break
3. The second part of each class period will be a lab.

Each student is responsible for:

1. The readings for each class prior to the topic except for the first session.
2. Participation in class discussions and lab. You are expected to attend all class sessions, to be on time, and to contribute to the class discussions and the lab. If emergencies arise, you should notify me as soon as possible and secure class notes and assignments from fellow classmates. More than two absences will constitute grounds for failure in the course.
3. As stated above, the primary objective of this course is to develop and educate leaders of educational organizations. There are two fundamental components to consider in this process: 1.) the leader; and 2.) the educational organization. You, as the educational leader, are the first component. Therefore I will ask you to make explicit your interests, beliefs, values, attitudes, biases, ideologies, etc. It is essential that you have some awareness of yourself, as you are the instrument through which leadership takes place. In addition, it is important that you develop the capacity to express your interests, etc. to others. In other words, develop your own "voice".

Secondly, the ability to analyze or "make sense" of educational organizations is an essential skill for educational leadership as organizations are the context within which this leadership occurs. In order to meet this objective, this course seeks to demystify organizations and facilitate the student's development of critical thinking skills through the use of metaphors and concepts. Metaphors are presented as a lens or frame through which to view organizations as well as a heuristic device with which to organize the conceptual knowledge of organizational theory. In order to accomplish the above, written papers which will be used as a vehicle to describe and analyze your current organizational experiences in the light of course
metaphors, concepts and processes. Each paper should be 5-7 pages in length and counts for 17% of the grade. All assignments are due the class session after they are listed in course syllabus.

The paper will consist of two sections:

a. Description and Analysis: Use relevant concepts and propositions from the readings and the class to make sense of your organizational & administrative/leadership experience, situation, or events. Use empirical data (descriptions) from your organization (approx. 5 pages).

b. Your personal response and what that tells you about yourself as an educational leader. Make explicit your values, beliefs, attitudes, affective responses, etc. to the event which you described and analyzed (approx. 1 page).

**Grading - Organization and Administration of Higher Education**

Final Grades will be computed as follows. Breaking it down by paper, from 0-7 points will be awarded for the category of empirical data, from 0-8 points for the category of concept application, and from 0-2 points for the category of personal response. “Empirical data” means providing empirical data on which to base your analysis. “Concept application” means applying concepts from the reading and class to your empirical data. And lastly, “personal response” means explicating your personal response to the organizational and administrative/leadership events that you used as empirical data.

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**REQUIRED READINGS:**


Course Packs. E-Reserves-Halle Library

**TOPICS AND READING ASSIGNMENTS**
1. January 10, 2006  
**Course Introduction, Metaphors and Concepts**

**Readings:**
- a. Morgan - Chapter 1, Introduction
- b. Morgan - Chapter 10, The Challenge of Metaphor
- c. Morgan - Chapter 11, Reading and Shaping Organizational Life
- d. Iannaccone - Practitioners and Researchers: The What and Why of Concepts
- e. Other readings as assigned.

2. January 17, 2006  
**Educational Organizations as Machine Bureaucracies**

**Readings:**
- a. Morgan - Chapter 2, Mechanization Takes Command
- b. Mintzberg – The Machine Bureaucracy
- c. Birnbaum – Chapter 5, The Bureaucratic Institution, pp.105-122
- d. McKibbin - Traditional Organizational Theory in Educational Administration
- e. Other readings as assigned.

3. January 24, 2006  
**Governance & Administration of Machine Bureaucracies**

Leader as: Manager, Supervisor, General, Strategist, Director, Captain, Manager, Engineer, Coordinator, Controller, Governor, etc.

**Readings:**
- a. Gouldner - About the Functions of Bureaucratic Rules
- b. Etzioni - Organizational Control and Leadership
- d. Merton – Bureaucratic Structure and Personality
- e. Other readings as assigned.

**Educational Organizations as Professional Bureaucracies**

**Readings:**
- a. Mintzburg – The Professional Bureaucracy
- b. Birnbaum – Chp. 4, The Collegial Institution
- c. Other readings as assigned

**Governance & Administration of Professional Bureaucracies**

Leader as: Professional, Expert, etc.
5. February 7, 2006  
**Organizations as Information Systems: Information Processing, Decision Making, and Organizational Economics**

**Readings:** Information Processing  
- Morgan - Chapter 4, Learning and Self Organization, pp. 73-83  
- Galbraith - Information Processing Model  
- Other readings as assigned

**Readings:** Decision Making  
- Birnbaum – Chapter 5, review  
- Birnbaum – Chapter 3, Making Decisions, pp. 56-64  
- Cohen & March – The Processes of Choice  
- Birnbaum – Chapter 7, The Anarchical Institution, pp. 151-167  
- Other readings as assigned

**Readings:** Organizational Economics  
- Galvin– The Organizational Economics of Interagency Collaboration  
- Other readings as assigned

**Administration of Information/Economic Systems**

Leader as: Information Processor, Decision Maker, etc.

**Readings:**  
- Cohen & March – Leadership in an Organized Anarchy  
- Birnbaum – Chapter 7, The Anarchical Institution, pp. 167-174  
- Other readings as assigned

6. February 14, 2006  
**Organizations as Organisms/Open Systems**

**Readings:**
a. Morgan - Chapter 3, Nature Intervenes
b. Thompson - Organizations in Action, Chapter 1-3
c. Birnbaum – Chapter 2, Thinking in Systems
d. Other readings as assigned.

7. February 21, 2006  Governance & Administration of Open Systems
Leader as:  Boundary Spanner, Contractor, Negotiator, Sorter, etc.

Readings:
  a. Hackman – Power and Centrality in the Allocation of Resources in Colleges and Universities
  b. Other readings as assigned or negotiated

Paper Assignment: Explore your organization framed and administered as an organism/open system.

8. February 28, 2006  Winter Recess – No Class

9. March 7, 2006  The Organization of Cultural Systems

Readings:
  a. Morgan - Chapter 5, Creating Social Reality
  b. Spindler – On Cultural Transmission
  c. Schein - Organizational Culture
  d. Clark – The Organizational Saga in Higher Education
  e. Masland – Organizational Culture in the Study of Higher Education
  f. Other readings as assigned or negotiated

10. March 14, 2006  Leadership of Cultural Systems
Leader as:  Priest, Minister, Leader, Symbol, Servant, Moralist, Mentor, Chief, Collaborator, Gardner,
Paper Assignment: Explore your organization framed and administered as a cultural system.

11. March 21, 2006  Organizations as Political/Conflict Systems

   Topic #1 – Political Culture and Interests
   Readings:
   a. Readings as assigned

   Topic #2 – Conflict
   Readings:
   a. Schattschneider - The Semisovereign People, Chapters 1 & 4
   b. Other readings as assigned

March 28, 2006  Organizations as Political/Conflict Systems (continued)

   Topic #3 – Power and Influence
   Readings:
   a. Morgan - Chapter 6, Interests, Conflict, and Power
   b. Other readings as assigned

   Topic #4 – Governance and Structure
   Readings:
   a. Birnbaum- Chapter 6, The Political Institution
   b. Clark – The Insulated Americans: Five Lessons from Abroad
   c. Pfeffer - The Micropolitics of Organizations
   d. Iannaccone - Micropolitics of Education
   e. Duryea – Evolution of University Organization
   f. Frantzich & Percy – Federalism
   g. Other readings as assigned.

   Administration of Conflict Systems

Leader as: Politician

Paper Assignment: Explore your organization framed and administered as a conflict system.
April 4, 2006  Organizations as Systems of Domination/Elite Theory

Readings:
   a. Morgan - Chapter 9, The Ugly Face
   b. Lutz & Iannaccone - The Dissatisfaction Theory of Governance
   c. Other readings as assigned.

Leadership of Elite, Oligarchic Systems

Leader as: Royalty, Ruler, King/Queen, Despot, Dictator, Tyrant, Dominator, Tsar, Oppressor, Authoritarian, Machiavellian, Autocrat, Oligarch, Aristocrat, Power Broker, Bully

April 11, 2006  Organizations in Flux, Transformation, and Change

Leadership of Organizational Change

Leader as: Change Agent, Innovator, Transformer, Consultant, etc.

Topic #1 – First Order Change

Readings:
   a. Morgan – Chapter 4, Creating Learning Organizations, pp. 83-118
   b. Birnbaum – Chapter 8, The Cybernetic Institution
   c. Birnbaum – Chapter 9, Effective Administration in the Cybernetic Institution
   d. Other readings as assigned.

Topic #2 – Second Order Change

Readings:
   a. Morgan - Chapter 8, Unfolding Logics of Change
   b. Brown - Toward a Methodology for Nonviolence
   c. Barott & Raybould - Changing Schools into Collaborative Organizations
   d. Review all the metaphors and readings as change strategies,
   e. Other readings as assigned.
Paper Assignment: Explore your organization framed and administered as a learning/change system.

April 18, 2006       Wrap-up!

Readings:
  a. Morgan – Chapter 1, Introduction
  b. Morgan - Chapter 10, The Challenge of Metaphor
  c. Morgan - Chapter 11, Reading and Shaping Organizational Life
  d. Morgan – Chapter 12, Postscript
  e. Other readings as assigned.

Assignment: Oral Presentation and Class Synthesis
            Class Processing