

# **HI ED 562: ORGANIZATION THEORY IN EDUCATION**

**Spring 2010**

## **COURSE SYLLABUS**

Dr. Robert M. Hendrickson  
Professor of Education and Senior Scientist  
400 Rackley Building  
University Park, PA 16803  
Office Ph: (814) 863-1489  
Office Fax: (814) 865-8733  
[rmh6@psu.edu](mailto:rmh6@psu.edu)

Jordan Humphrey  
Doctoral Candidate & Research Assistant  
Penn State Alumni Association  
The Pennsylvania State University  
Cell Phone: (570) 772-3374  
University Park, PA 16802  
[jrh406@psu.edu](mailto:jrh406@psu.edu)

### **Purpose:**

The purpose of this course is to expose the student to the literature on Organizational Theory as applied to higher education institutions. Graduate students will also acquire the beginnings of a reading knowledge of the literature on management and administration in higher education. This course is designed to facilitate an understanding of the role and functions of various levels or units external to and within higher education and the application of organizational theory to understand how different institutions are making decisions, developing policy and interacting with their environment.

### **Course Goals/Objective:**

1. To acquire a reading knowledge of the literature and research organizational theory in higher education
2. To acquaint students with the historical, environmental, social, political, and cultural contexts within which colleges and universities function and achieve their individual missions.
3. To develop an awareness of the literature on the various organizational levels or units within higher education institutions.
4. To utilize organizational theory to determine how specific higher education institutions are structured, function and make decisions.

5. To expand student knowledge about how academic and administrative cultures interact with each other and with stakeholders.
6. To understand the evolutionary, environmental and internal conditions that bring about organizational change and a climate that welcomes diverse cultures.

### **Classroom Etiquette:**

*Cell phones and PDAs must be off and may not be used during class. There will be times during discussions that computers will be turned off. Students are expected to give their full attention to the class. Multitasking during class is unprofessional and results in failure to meet your responsibilities to fellow students.*

### **Requirements and Grading:**

**Class Participation** (15% of Final Grade): Students are expected to participate in this class through discussion. Learning is facilitated in classrooms where instructors and students feel both comfortable with – and responsible for – thinking out loud with one another. Class discussions are an opportunity to raise questions about readings, to clarify understandings, to offer the insights of personal experience, to challenge ideas and opinions constructively, to consider how these ideas can be translated into practice in different higher education settings, and to learn about others' perspectives.

1. Students are expected to actively participate in the discussion of the case studies from the perspective of a specific administrator.
2. Class presentations will give students an opportunity to explore specific areas and issues relevant to higher education administration and the application of organization theory. Students should participate and raise thought-provoking questions.
3. Lecture discussions will require students to participate in the discussion.
4. Evaluation of participation will be based on student's knowledge of the literature and their ability to focus on the issue under discussion.

**Case Studies** (30% of Final Grade): Two case studies will require written assignments. The quality of these assignments will be assessed and grades will be given. Specific requirements for the written assignment are provided with the case. Details of the case assignment are located in the syllabus in the unit of the scheduled assignment date.

1<sup>st</sup> Case study assigned on March 23. 5-page reflection paper due March 30, 2010.

2<sup>nd</sup> Case study assigned on April 6, 5-page reflection paper will be due at the beginning of class April 13, 2010.

**Group Projects and Individual Reflection Paper** (20% of Final Grade): The group project presentations are scheduled for April 27 and May 4, 2010. The individual reflection paper will be due on May 4, 2010.

### **Group Project Description:**

The class will be divided on the first day of class into groups of 3 students. Student groups will be randomly selected using the method of drawing a group number from a basket. Each group will then select an institution using the basket method again. Various selected institutions will be placed on pieces of paper and placed in the hat.

I will provide each group with a letter of introduction. The group will go to the web site and decide who might be the best person to contact within the institution to get access to information about institution's structure, policies, level within the organization, level of faculty autonomy, and administrative and academic decision making. Each group will use the organizational theories we are studying in class to analyze their institution. Each group as we move through the units of organization theory and institutional unit levels will be expected to discuss how the theory helps them to understand and describe their institution.

You will notice that each group will make a presentation to the class describing their institution using organizational theory (context, demographics, mission, external environment, structure, functions, policy, practice, and decision making). Presentations are scheduled for April 27, and May 4 (Date for each group presentation will be selected using the basket method). Individual 5-page reflection papers on how you've used organization theory to analyze an institution and what you've learned are due May 4, 2010. Again, these reflection papers will be 20% of your grade.

**Take Home Final Exam** (35% of Final Grade): Students will be required to synthesize information learned in class by writing an analytic paper. The Take-Home Final Paper topic and question will be given to the class on Tuesday, April 13, 2010. Students will have one week to write the paper, as it will be due at the beginning of class on Tuesday, April 20, 2010. The paper will be a maximum of 15 pages typewritten. Students are to use 12-point Times New Roman font or equivalent. The paper should have one-inch margins all around and be double spaced throughout. The paper should follow the latest edition of the APA style manual.

### **Required Texts:**

Bolman, L. G., & Deal, T. E. (2008). *Reframing organizations* (4<sup>th</sup> ed.). San Francisco: Jossey-Bass.

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

### **Optional Reading:**

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

### **Literature cited in outline;**

Where possible we have made articles and chapters of books available to you in three sources 1. Electronic Reserve 2. CD Disk 3. Angel site for the course. At the end of the citation within the ( ) the location of the piece will be noted.

**Fall 2010**  
**COURSE OUTLINE**

**I. Introduction (1/12/2010)**

- A. Discuss course syllabus
- B. Review course requirements and expectations
- C. Set up group projects (i.e., sign up literature search)
- D. Discuss Plagiarism and method of citation.
- E. Discuss historical evolution of Higher Education Institutions

**Optional Reading:**

Roger L. Geiger (2005). The Ten Generations of American Higher Education. (Ed.) Philip Altbach, Robert O. Berhdahl, and Patricia Gumport. *American Higher Education in the Twenty-First Century: Social, Political, and Economic Challenges*. Baltimore, Johns Hopkins University Press. pp. 38-70. [Angel]

**II. Diversity of Institutional Types – Organization and Structure (1/19/2010)**

*United States higher education is made up of diverse set of institutional types with a variety of missions that impact institutional history, culture, decision making, student enrollment and faculty work. Understanding these differences enhance your assessment of higher education research and scholarship. This section explores the evolution of institutional types in the United States and the classification scheme used in the field.*

**A. *Institutional Diversity and Evolution***

See: <http://www.carnegiefoundation.org/classifications/>

Classification system defined

<http://www.carnegiefoundation.org/classifications/index.asp?key=791> [Angel]

Jason Lane, Politics of Mission Creep: A framework for understanding the phenomena. Paper presented at ASHE Conference 2005. [Angel]

Robert M. Hendrickson & Jeffery P. Bartkovich, “Organizational Systematics: Toward a Classification Scheme for Post-Secondary Institutions,” pp. 303-324 in *Review of Higher Education*, Vol. 9.  
[Electronic Reserve]

**III.**

**Organization Study & A Systems Approach (1/26/2010)**

Elements of organizations

Basic concepts of organization

Systems theory (open systems, rational systems, natural systems)

Higher Education as a bifurcated system

Readings:

Scott, Ch. 1

Bolman & Deal, Ch. 1&2

**Optional Reading:**

Blau, Peter M. (1994). The Organization of Academic Work (2nd edition). Transaction Publishers, New Brunswick, NJ. Ch. 1, pp 1-19, Ch. 10, pp 249 – 280

**IV**

**Structural Frame (2/2/2010)**

Organizational structure

Organizing for effectiveness and efficiency

Organizing in groups and teams

Bolman & Deal part 2, 43-116

**V**

**Human Resource Frame (2/9/2010)**

People & organizations

Human resource management

Interpersonal & group dynamics

Bolman & Deal, part 3, 117 to 187

**VI**

**The Political Frame (2/16/2010)**

Power conflict and coalition

The manager as politician

Organizations as political arenas and agents

Bolman & Deal, part 4: 189 – 246

**VII**

**The Symbolic Frame (2/23/2010)**

Organizational symbols and culture

Culture in action

Organization in Theater

Bolman & Deal, part 5, 247 -308

Clark, Burton, The organization Saga in Higher Education (ASHE Reader Ch. 12)

**VIII**

**Integrating the Frames (3/2/2010)**

Integrating frames

Change & Leadership in action

Artistry and Leadership

Bolman & Deal , Ch. 15, 311-326; Ch. 20 411 – 434; Ch. 21, 435- 438.

## **IX External Influences (3/16/2010)**

### **1. Federal Influence**

*The constitutional role of the federal government in education and the historical evolution of federal involvement in higher education will be reviewed. Current federal policies involving regulation, student aid, and research funding and the legislative and lobbying activities that impact federal policy will be explored.*

#### **Required Reading:**

Lawrence E. Gladieux, Jacqueline E. King, and Melanie E. Corrigan. (2005). The federal government and higher education. (Ed.) Philip Altbach, Robert O. Berhdahl, and Patricia Gumpert. *American Higher Education in the Twenty-First Century: Social, Political, and Economic Challenges*. Baltimore, Johns Hopkins University. pp. 163-197. [Electronic Reserve]

#### **Optional Readings:**

Walter Hobbs (1972). (Ed.) *Government Regulation of Higher Education*. Cambridge, MA: Ballinger.

Rosenzweig & Turlington (1982). *The Research University and Their Patrons*. Berkeley: University of California.

### **2. State Involvement in Higher Education**

*The dominant role of states in the U.S. higher education system and the diversity of structure and statewide coordination are identified.*

#### **Required Reading:**

Kenneth P. Mortimer, Colleen O'Brien Sathre (2007). The world is changing faster than the governance structure (Ch. 1, pp. 1-20). *The Art and Politics of Academic Governance: relations among Boards, Presidents, and Faculty*. ACE/ Praeger Series on Higher Education. Westport, Ct., Praeger Publishers. [Angel]

Aimes C. McGuinness, Jr. (2005). The States and Higher Education. (Ed.) Philip Altbach, Robert O. Berhdahl, and Patricia Gumpert. *American Higher education in the Twenty-First Century: Social, Political, and Economic Challenges*. Baltimore, Johns Hopkins University. pp. 198-225. [Electronic Reserve]

(Be prepared to discuss the Leslie Article in class by applying org theory)

David W. Leslie and Robert O. Berdahl (2008) The politics of restructuring higher education in Virginia: a case study. *The Review of Higher Education*, 31:3 pp. 309 – 328. [Electronic Reserve]

#### **Optional Readings:**

Robert Berdahl . "Shared Governance and External Constraints," pp. 217-224. [Disk]]

Ellen R. Chaffee (1985). "Three Models of Strategy," reprint from *The Academy of Management Review*, Vol 10 No. 1. Marvin W Peterson (Ed) *Organization and Governance in Higher Education (4<sup>th</sup> Edition)*. Simon & Schuster Custom Publications, Needham Heights, Ma. pp. 225-238. [Disk]

James C. Hearn, Michael K. McLendor, and Leigh Z. Gilchrist (2003). Governing in the Sunshine: The Impact of State Open-Meetings and Record Laws on Decision-Making in Higher Education. USC Website Report. [Disk]  
Kenneth P. Mortimer & T.R. McConnell (1982) *Sharing Authority Effectively*, Jossey-Bass, San Francisco, Ch.s 7 & 8, pp. 189-240. [Disk].

### **Other External Influences and Case Study (3/23/2010)**

*There are a vast number of private voluntary associations and compacts that have significant impact on federal, state, and institutional policy. This section studies the role and function of these organizations.*

Fred F. Harclerod and Judith S. Eaton (2007). The hidden hand: external constituencies and their impact. . (Ed.) Philip Altbach, Robert O. Berhdahl, and Patricia Gumport. *American Higher education in the Twenty-First Century: Social, Political, and Economic Challenges*. Baltimore, Johns Hopkins University. pp. 253-283. [Angel]

Kim Cameron (1989 "Organizational Adaptation and Higher Education,") reprint *Journal of Higher Education*. Vol. 55, April/ May ASHE Reader, pp. 273-286. [Disk]

**Assignment:** Read: Gioia, Dennis A. & Thomas, James B. (1996) "Identity, image, and Issues interpretation: Sensemaking during strategic change." ADMINISTRATIVE SCIENCE QUARTERLY. Vol. 41:3. (Angel). This is an article how Bryce Jordan moved PSU from a State University to one of the top Research Universities. Using the organization theory (Frames) write a 5 page reflection paper on how you use these theories to explain why this strategic initiative was successful. While there are some clues in the article I want you to show how you understand these theories and how they apply to this situation. **(the reflection papers are due the next class period tentatively scheduled for March 30, 2010)**

### **X College Presidency & Institutional Boards (3/30/2010)**

#### **1. Institutional Boards: Their Role and Authority as Boundary Spanners**

*Institutional Boards legally hold the authority to govern a College or University. How they use and delegate that authority and the role they play in the spanning environmental boundaries is emphasized in this unit.*

Kenneth P. Mortimer, Colleen O'Brien Sathre (2007). The Board: Where does it fit in the art of academic governance (Ch. 3 pp. 39 – 54) *The Art and Politics of Academic Governance: relations among Boards, Presidents, and Faculty*. ACE/ Praeger Series on Higher Education. Westport, Ct., Praeger Publishers. [Angel]

<http://www.agb.org/> **Association of Governing Boards of Colleges and Universities** case study that applies org theory to external influences, bd. & pres.

### **Optional Readings:**

- J.L. Zwingle (1979) "Effective Trusteeship: Guidelines for Board Members." reprint from *Guidelines for Board Members*. Association of Governing Boards of Universities and Colleges, Washington, D.C. Robert Birnbaum. (ed) *ASHE Reader in Organization and Governance in Higher Education* (3<sup>rd</sup> Edition). Ginn Custom Press, Lexington, Ma. [Disk]
- Robert E. Cleary (1969), "Trustee-President Authority Relations." Reprint *Educational Record*. Vol. 60. Robert Birnbaum (ed) *ASHE Reader in Organization and Governance in Higher Education*. Ginn Custom Publishing pp. 227- 236. [Disk]
- Robert Birnbaum (1983). "Systems Arguments for Diversity," *Maintaining Diversity in Higher Education*. Jossey – Bass, Inc. San Francisco pp. 19 -39. [Electronic Reserve]
- E.D. Duryea (2000). "Evolution of University Organizations," *ASHE Reader*, pp. 3-15. [Disk]

## **2. The College Presidency**

*Research on the leadership and governance roles of the President in relationship to the Board of Trustees, the administration, faculty, alumni, and the public is explored.*

### **Required Reading:**

- Kenneth P. Mortimer, Colleen O'Brien Sathre (2007). Presidents/provost governance relations (Ch. 5 pp. 75-90). *The Art and Politics of Academic Governance: relations among Boards, Presidents, and Faculty*. ACE/ Praeger Series on Higher Education. Westport, Ct., Praeger Publishers. [Angel]

### **Optional Readings:**

- Estella Bensimon "The Meaning of 'Good Presidential Leadership:' A Frame Analysis," *ASHE Reader*, pp. 421-431. [Disk]
- William Tierney, "Symbolism and Presidential Perceptions of Leadership," *ASHE Reader*, pp. 223-231. [Text]
- Paul F. Sharp, (1984). "American College Presidents since World War II," *Educational Record*, 65:11-16, [Disk]
- Robert Birnbaum (1992) " Myths and Mysteries of Academic Leadership." *How Academic Leadership Works: understanding success and failure in the college presidency*. Jossey –Bass, San Francisco. Pp. 24-47 [Disk]
- Robert Birnbaum (1992). "Why Presidents Succeed or Fail". *How Academic Leadership Works: understanding success and failure in the college presidency*. Jossey –Bass, San Francisco. Pp. 89-104 [Disk]
- Fisher (1983). *Power of the Presidency*. New York: MacMillan,

## **XI Academic Management and Governance (4/6/2010)**

*The mission of Colleges and Universities is to deliver academic programs to the public. The shared governance between academic administrators and faculty to full this mission is the focus of this unit.*



## 1. The Provost and Senates

### **Required Readings:**

James T. Minor, (2004) "Understanding Faculty Senates: Moving from Mystery to Models, *Review of Higher Education* 27(3), 343-363. [Angel]

### **Optional Readings:**

Frank Kemerer & Victor J. Baldridge (1981). "Senates and Unions: Unexpected Peaceful Coexistence." Reprint *Journal of Higher Education*. Vol. 52, May/June. Robert Birnbaum (ed). *ASHE Reader in Organization and Governance in Higher education*. Ginn Custom Publishing, Lexington, Massachusetts pp. 296 – 302 [Electronic Reserve]

Kenneth R. Mortimer & T.R. McConnell, (1982) *Sharing Authority Effectively*, Ch. 4, 5, and 10. San Francisco: Jossey-Bass. [Disk]

Robert Birnbaum (1989) "The Latent Organization of Academic Senates," reprint *Journal of Higher Education*. Vol. 60, no. 4 Marvin W. Peterson (ed) *Organization and Governance in Higher Education*. Simon & Schuster Custom Publishing, Needham Heights, Ma. pp. 195-207. [Disk]

Bennett, *Managing the Academic Department: Cases and Notes*. New York: American Council on Education

Kenneth P. Mortimer, Colleen O'Brien Sathre (2007). Governance of programs and the curriculum (Ch. 4 pp. 55 – 73). *The Art and Politics of Academic Governance: relations among Boards, Presidents, and Faculty*. ACE/ Praeger Series on Higher Education. Westport, Ct., Praeger Publishers. []

Kenneth P. Mortimer, Colleen O'Brien Sathre (2007). Shared governance, politics, and the role of senates and unions (Ch. 2 pp. 21 – 38). *The Art and Politics of Academic Governance: relations among Boards, Presidents, and Faculty*. ACE/ Praeger Series on Higher Education. Westport, Ct., Praeger Publishers. []

## 2. The department as the basic Unit of academic institutions

### **Required Reading:**

W. Hal Knight & Michael C. Holen, "Leadership and Perceived Effectiveness of Department Chairpersons," *Journal of Higher Education*, 56:677-690, 1985. [Electronic Reserve]

### **Optional Readings:**

Lucus, Ann F. (1994). Strengthening Departmental Leadership. Jossey Bass, S.F. Chapter 1 Strengthening Leadership...pp. 1-22; Chapter 3 Leading...pp. 45-66 [Angel]

### **XIII Faculty Personnel Issues (4/13/2010)**

*Faculty deliver academic programs and are pivotal to fulfilling the institutional mission. Research on faculty work and employment issues that facilitate effective teaching and learning, scholarship and research are explored in this unit.*

*Rick Dorman present case study on academic governance and university policy*

**Assignment:** *write a 5 page reflection paper applying organization theory (using frames) to this case that shows a sophisticated understanding of the functioning and dysfunction of the institution. Due at the beginning of class April 20, 2010)*

#### **Required Readings:**

##### ***Academic Freedom***

American Association of University Professors, "1999 Recommended Institutional Regulations on Academic Freedom and Tenure." [Electronic Reserve]

##### ***Rank, Promotion and Tenure***

Burton Clark (1963). "Faculty Organization and Authority," Christopher Brown (ed). *Organization and Governance in Higher Education (5<sup>th</sup> Edition)*, pp. 119-127. [Disk]

R. Eugene Rice & Ann F. Austin (1988). "High Faculty Morale: What Exemplary Colleges Do Right," reprint *Change: The Magazine of Higher Learning*. Marvin W. Peterson (ed). *Organization and Governance in Higher Education (4<sup>th</sup> Edition)* Simon & Schuster Custom Publishing, Needham Height, MA. pp. 208-216. [Disk].

#### **Optional Readings:**

Hendrickson, (1999) "Faculty Employment Issues" and "The Quest for Equity in Employment in Higher Education," pp.47-98 in *The Colleges, Their Constituencies, and the Courts*. (2nd edition) Topeka, KS: NOLPE, 1999.[Angel].

Hendrickson & Lee, "Academic Employment and Retrenchment: Judicial Review and Administrative Action," ASHE-ERIC Higher Education Report #8. Washington, DC: ASHE.

### **XIII Synthesis, Integration and Summary (4/20/2010)**

**(Administer SRTEs)**

**TAKE HOME EXAM HANDED OUT. REFLECTION PAPER DUE AT BEGINNING OF CLASS**

### **XIV Group presentations (4/27/2010)**

**TAKE HOME EXAM DUE**

### **XV Group Presentations (5/4/2010)**