ED 761: Higher Education Institutions as Complex Organizations (Fall 2017)

Center for the Study of Higher and Postsecondary Education
University of Michigan School of Education

Professor: Michael Bastedo
Office: 2117 SEB
Email: bastedo@umich.edu
Class: Wednesday 1-4pm, 2340 SEB

Course Description:

How do administrators manage modern postsecondary organizations? And how should they? How does organizational purpose get defined? How do context and environment influence the way we think about the structure and function of an organization? Why is organizational change so difficult? Why are management and change strategies effective in one organizational setting and futile in another? How do power, discrimination, and inequality influence an organization? 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 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 a variety of theories and concepts as tools for understanding academic environments. We will argue and discuss 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 guides our actions and shape our understandings; some are quite explicit but others are implicit. These personal "mental models" 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.

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 the analysis of organizational situations. The topics covered in the course are chosen to allow students to make connections to various academic contexts, both to encourage students’ reflective understanding and critical analysis, and to provide an improved basis for action.

Course Requirements:

Class Participation. As in any graduate 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 come 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. Participation is worth 20% of your final grade.

Guidelines for discussion: This classroom will be inclusive of a range of diverse backgrounds, experiences, and beliefs. It is my job to ensure that everyone is treated with respect, that a wide range of views are heard, and to invite alternative perspectives. We are in this classroom to learn from each other, not just to confirm what we already think we know. Always remember that when we share our own experiences that they will rarely generalize to everyone in the room. We will challenge ideas when needed for a healthy discussion, but never challenge a person or their right to speak. Please listen carefully, especially when you disagree, and assume that everyone is speaking in good faith and with good intentions. Appreciate when a student is “conversationally courageous” and express gratitude for new thoughts and ideas.

If a student ever feels that a discussion did not meet these guidelines, or otherwise has left them with negative feelings about the classroom environment, please let me know.

Group Case Development. The intent of this assignment is to give you a chance to prepare your own case drawn from some organizational aspect or issue in postsecondary education. In small teams, you will write about the case in similar fashion to those examples used in class. The final report calls upon you to provide a complete case description that will be shared with the class. Work on case development and analysis will proceed in the following manner:

1. A brief description of the topic will be due September 27 (by email; please cc all members of your group).

2. An outline of the major aspects of the case is due October 25 (by email; please cc all members of the group). This short document should discuss the narrative focus of
the case, outline of major events, and describe the sources you intend to use for the case. Students should not change their case topic after this time.

3. For the final case design, 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 comprehended 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). More conversation about the drafting of cases will take place throughout the term. Relevant accompanying documentation [attachments, memos, system drawings, etc.] should be turned in with the final case, if you choose to use them, as appendices. Complete cases must be distributed by email on the Friday before the scheduled class presentation. **Group cases will be due one week before the class presentation, with the first papers due November 21** (30% of grade). Please upload to Canvas, because your case will be class reading for the following week.

Criteria for evaluating the final case assignment have two parts. The first is the writing of the actual case. Cases will be evaluated for the clarity and professionalism with which the report is presented, the comprehensive care with which the case situation is described and analyzed, and the complexity and relevance of the case. Final cases should be about 20 pages, not including appendices or references.

**Group Panel Presentation.** Each team will lead a discussion about the case as a panel presentation (no PowerPoint). The presentation should illuminate how various theories learned throughout the course apply to the case. Group presentations will be spread across two classes in December. (10% of grade)

**Final Exam.** A final exam will take place on December 6. The first part will take place in class over two hours. The second part is written at home and submitted (printed and name blinded) prior to the in-class exam. Both parts are available now in Canvas. (40% of grade)

**Course Texts:**


All additional readings are in Canvas.
Services for Students with Disabilities

If you think you need an accommodation for a disability, please let me know at your earliest convenience. Some aspects of this course, the assignments, the in-class activities, and the way the course is usually taught may be modified to facilitate your participation and progress. As soon as you make me aware of your needs, we can work with the Office of Services for Students with Disabilities (SSD) to help us determine appropriate academic accommodations. SSD (734-763-3000; ssd.umich.edu) typically recommends accommodation through a Verified Individualized Services and Accommodations (VISA) form. Any information you provide is private and confidential and will be treated as such.

Gender Identity

All people have the right to be addressed and referred to in accordance with their personal identities. In this class, we will have the chance to indicate the name that we prefer to be called and, if we choose, to identify pronouns with which we would like to be addressed. Remember that all students can and should indicate their personal pronouns via Wolverine access, using the Gender Identity tab under Student Business. I will do my best to address and refer to all students accordingly and support your classmates in doing so as well.

Policies on Late Papers and Missed Classes

Papers are accepted late with a penalty of half a grade per week, with exceptions only for medical emergencies and religious holidays. The grade penalty is non-negotiable, but one late assignment does not generally hurt the final grade. Missed classes may also lower the class participation grade. Students who miss three class sessions must withdraw from the course.

COURSE SCHEDULE

September 6: Introduction to the Course

Birnbaum, Chapters 1-4
Bastedo, Chapter 1, “Organizing Higher Education: A Manifesto”


March, Chapter 1, “Limited Rationality”
March, Chapter 2, “Rule Following”


**September 20: Group Decisions and Implicit Bias**

Bastedo, Chapter 8, “Diversity: A Bridge to the Future?” (Smith)


Case Study: Strategic Plans for Diversity, Equity, and Inclusion (U-M units)

**September 27: Ambiguity and Organizations**

March, Chapter 5, “Ambiguity and Interpretation”

Birnbaum, Chapter 7, “The Anarchical Institution” [optional]


Case Study: University of Colorado

**October 4: Bureaucratic Structure & Governance**

Birnbaum, Chapter 5, “The Bureaucratic Institution”

Bastedo, Chapter 3, “Governance Research” (Hearn & McLendon)


Case Study: American University

**October 11: Workshop: Design Thinking for Organizational Change**


IDEO. 2017. *Design Thinking for Educators* (pp. 1-37 only). Palo Alto: IDEO.

Podcast: Meet Pounce, the Georgia State Chatbot.

Case Study: The Good Kitchen or Better Service, Faster

**October 18: Disciplines and Professions**


Case Study: Texas Tech University [reading in class]

**October 25: Strategy**

Bastedo, Chapter 2, “Strategic Thinking in Higher Education Research” (Gumport)
Bastedo, Chapter 5, “Institutional Strategy” (Toma)


Case Study: Syracuse University
November 1: Resource Dependence and Academic Capitalism


November 15: Organizational Socialization


Case Study: Student Presentations

November 29: Organizational Change


Read Chapter 1 and “Switch In One Page.” Then read 2-3 chapters that most intrigue you, or read the whole book over Thanksgiving break.

Case Study: Gender Equity at HBS
Student Presentations

December 6: Final Exam

Revised: July 20, 2017