1. You were provided a copy of a student's mid-term exam answers from last spring’s class. Each student had to list the answers to Modules 3-7 into a single document format. For each of the organizational models Birnbaum discusses in his book they had to summarize the CHARATERISTICS, STRENGTHS, and WEAKNESSES of each and provide three examples of institutions that fit those organizational models. Read Steve Taylor's exam answers carefully and tell me which answers are CORRECT and which are INCORRECT for each model

**Steve’s assessment of the four types of institutions.**

**Attributes of the Collegial Institution:**
Steve had most of the attributes correct in his assessment of the collegial institution, but there are a couple of points that need to be further clarified. There is an emphasis on shared power, but leadership actually emphasizes collective responsibilities. The model is representative of a community in which status differences are de-emphasized. Decision- making is by consensus and does not need to be unanimous. The institutions in this model are not hierarchical because it is not considered important.
Administrators and faculty actually interact as equals, making it possible to consider the college as a community of colleagues, but only the members will see themselves as equals, with others only being given that impression. It is correct that almost all faculty and administrators do have advanced or professional degrees. He is also correct in stating that members see their right to participate in institutional affairs and believe they are providing an equal worth of knowledge in various fields, and the members feel they are in an environment where they are able to participate in conversation and dialogue with other scholars and friends.
Although it is necessary for collegial institutions to have relatively small enrollment with most students on campus full-time and to have a low faculty to student ratio, it is not sufficient reason for an institution to be considered a collegial institution. Common backgrounds, continuing interaction, and a long tradition help the college develop a strong and coherent culture with distinctive symbols, rites, and myths.

Although members feel part of a tight-knit group or community, it is not true that this enables a quick response from the institution to outside stimuli; the institution is only loosely coupled with outside environment, and it pays little attention to national reports or politics of local community. Curriculum will change slowly because there is greater number of approaches to a problem that will be explored in greater depth, but I consider this as a weakness of the model, not strength. Everyone feels as if they are on the same level in order for communication to be encouraged among all groups at the institution.

I think that he was correct in his analysis of the weaknesses of the institution, but in evaluating the colleges that “fit” the model, it is hard to determine whether they are actual collegial institutions based on the factual information given about them. For example, in the case of Amherst College with a tight community of students and alumni, there is no indication of governance. Bethany College is a good example because it relies on donor and alumni gifts to support the mission of the college, and if board members are alumni and locals, they are loyal to the institution.

**Attributes of the Bureaucratic Institution:**

Steve was also strong in explaining the attributes of the bureaucratic institution, some that included the presence of an organizational chart, clear chain-of-command, and hierarchical decision- making. The

president is at the top of the organizational chart and is the ultimate recipient of all information that flows from the bottom of the organization, but Steve failed to mention that the president also delivers his directives through the flow of the top down throughout the institution’s channels of communication and authority. Although the bureaucratic institution is typically a large institution with many students, it does not have to be. It does serve the non-traditional students more often than other types of institutions, and students are part-time, older, and commuters. He is correct that people assigned to roles can be replaced without noticeable impact on the functioning of the college, but that is because jobs are codified and the impact will not be felt as long as people who fill roles are technically competent.

A major strength is indeed that the promotion procedures are fair and equitable, but it should be noted that staff only advances on merit if technically competent. He states that incompetent people do not move into higher positions because of the competence required, but it also may make it difficult to affect change or remove them; this could be a weakness. One weakness he touched upon was how

systems of accountability may lead to “red tape”; but, also, staff and those in positions of power and change may overlook the advantages of systems that do exist because of their discontentment with all of the policies and procedures in place. I agree with the examples given, except if the UC system has “"significant problems in governance, leadership and decision making," with much "confusion about the roles and responsibilities of the university president and the regents, and the 10 campus chancellors have no clear lines of authority and boundaries”, then I don’t think this is a characteristic of a bureaucraticsystem because of its very definition of order, procedures and hierarchal and organizational structure.

**Attributes of the Political Institution:**

The system depends on social exchange and behavior of others, but it is important to note it is a mutual dependence. Also, preferred outcomes and decisions are obtained through power, and if they have any, it depends on extent of value of the party’s contribution to the community. Power is constantly shifting, but he doesn’t mention that the power is diffused rather than concentrated, and many groups have power of different kinds in different situations. He is correct that constant conflicts between administrative and professional authority exist, but it is because of dualism of controls. He is correct about coalitions forming to achieve a level of power they could not attain by acting alone, but they tend to be more specialized and heterogeneous with divergent interests and preferences.

The strengths he correctly listed were that the institution is often too large and the interests too diverse to achieve consensus and that decisions can be made without clear goals; he should have noted that not everyone has to be involved, only representatives. I don’t agree that it is strength that the budget process is political and generally acceptable to most within the institution because of indifference; this is a weakness that it is a routine process and is guided by existing procedures. Other weaknesses he mentions include attitudes of indifference and/or apathy; since decisions are made through alliances and coalitions, accountability in the system lessens, but I think that there is less accountability because the weak are not protected. Not all programs get reviewed all the time, and the programs that aren’t effective continue to be allowed to continue. He does not mention that political processes are used in situations where rational processes would be more feasible and effective

**Attributes of the Analytical Institution:**

I think his assessment of the attributes and strengths and weaknesses of analytical institutions is pretty accurate, including that they appear to be chaotic even though roles are specified, and there is a lack of coordination and control within the organization. The three most important characteristics of the institution are not emphasized by Steve; however, these characteristics are fluid participation, problematic goals, and unclear technology. The main reason the goals are vague and “garbage-can “decision- making processes” are unclear is because of the loose collection of changing ideas.

I don’t believe any of the three institutions he lists would want to characterize themselves as an analytical institution because the word itself has a negative connotation, and I don’t believe, based on the facts presented, that a determination can be made about the state of the institution’s decision-making processes; the reasons given as examples for why they are to be considered analytical institutions are not enough information.

2. Tell me whether an institution can change organizational model (over time) and if so, HOW? If not, WHY NOT?

Yes, I believe that it is possible for an institution to change its model over time because each model is incomplete, and from time to time, one of the models may appear to accurately portray one model more than the other three, but none reflect the pure form of the institution. There are elements of all four, and one cannot always predict if an institution will evolve with characteristics of one over the other. Institutions are constantly evolving to mirror our society and its needs and demands of the population of students, community and alumni that it services. Some don’t change much and some don’t change enough. That is why some colleges go out of business or some lose enrollment. Some don’t even realize that others are changing because they have little view of the outside world or their only reference is a few nearby or similar institutions. There is a real tendency to not to be the first one to change in higher education; instead, everyone waits on everyone else. I agree it can happen, but it is either going to be slow based on gradually changing external culture and changing staff/faculty or quick based on dramatic events. For example, if regional accreditation agency lets colleges sneak by even though there is grave concern about governance, nothing on governance will change unless the accreditation agency keeps constant pressure on the college and holds up full renewal.

The different models only describe how they are organized and are administered, but they are all incomplete. Different elements exist in all institutions; there is no pure collegial institution, and, instead, it might exhibit bureaucratic processes. By understanding the models and how the interactions between processes and systems work, it becomes easier to evaluate how an institution might adapt to changes or developments. The characteristic patterns help define the institutions particular culture, but it cannot predict specific behaviors and relationships or students and administrations; it can only rationalize or make an estimate of how those within the institution will function with one another.

By recognizing the future needs of its institution, the leaders and administrators of the institution can take steps in evolving the institution into other models or changing diplomatic policies and organizational processes to incorporate characteristics of other models. Elements such as culture, member relationships, and, to some extent, the enrollment size and diversity of student population might be facets that leaders will not want to change because they represent the institution’s character and identity; however, other things can be changed. The best way to help resolve any institutional ineffectiveness is to look for structured ways to solve problems, such as granting greater authority or empowerment to certain members of the institution. Changing an organization’s model completely would be very difficult, but altering methodology and being proactive towards changing organizational hierarchy, communication flows and participation of its members in an institution would be a place to start. Altering an institution, no matter the size, must start with strong leadership, and the president or senior administrators must establish an open relationship with its members who can provide feedback efficiency about the status of implemented changes in order to self correct any changes that do not make sense. A perfect model institution would have rationality, consensus, peace and sense. It’s an evolving moving target that the institution should try to face for the betterment of its students and community.

3. Birnbaum indicated that a 'collegial organization' is typically small in size. Why is this so? Can an organization be larger than 2000 students and still be able to function under the collegial model? Explain your answer.

Yes, an organization can be larger and still have the characteristics of a collegial organization, but it is more difficult. Birnbaum states that it is necessary but not always indicative, so by the same measurement, just because an institution is small, it doesn’t always make it a collegial institution. The specific characteristics of a collegial organization that make it a unique entity is consensus, shared power, equality, interaction, personal relationships, culture and common backgrounds of its members. As long as an institution continues to exhibit these traits in its organizational structure, then, no matter the size of enrollment, it can be constituted as a collegial institution. It is difficult to remain a collegial organization as it expands in size because the more members that exist, the less personal the relationships become and the harder it becomes logistically for all members to have equality in the decision-making process. Another unique quality of a collegial organization is the low faculty/student ratio that creates a close interaction between professors and their students. As the enrollment increases, more faculty would have to be hired in order to maintain more one–on-one relationships, but as faculty size increases, then familiarity and comradary will decrease because there will be too many people to build relationships with. In some, although the possibility exists, the very nature of the collegial organization would often be lost because of change that would need to occur as enrollment and size increases. Collegial institutions, with their sense of community and traditions and mutually understood values, would lose these traits as the institution’s size increases. Also, larger institutions tend to have more specialized faculty and staff who have less and less in common with each other which hampers communication; this increases the risk of conflicting interests and decreases the chance for a harmonious collegial institution.

4. Is there a 'best, or ideal, model' that all colleges should try to be to achieve the traditional tri-part mission of 'teaching, research, and service'?

Yes, Birnbaum describes the cybernetic institution as one that through self-correcting mechanisms monitors the organizational functions and provides feedback and attention. This model integrates all four models previously discussed. This ideal model attempts to provide direction and organizational success through self-regulation. This system would include functions that are controlled by vertical feedback loops and reinforced by the institution’s structure and the loops within the social system of the institution. Administrators would monitor all of the activities of those below them and would be responsible for insuring that all of the organizational goals are achieved. When goals and processes conflict with one another, the members (members include faculty who don’t take assignments from anyone) in the institution who are assigned to these goals would be responsible. Changes outside and inside the institution would help create organizational responses, and the institution would not need a president per se because the institution would seem to run itself. The system would have a **c**oncern for group cohesion, so adjustments are made to keep process operations within limits of the university; it’s not too complex because subsystems exist to help establish boundaries and help institutions run smoother. The culture helps establish boundaries, constraints and procedures to help regularize activities.

This model, while ideal in trying to establish all of the strengths of the four other models into one, does not actually exist. The best model for the purposes of the institution’s mission of teaching, research and service is, in my opinion, one that shares the most characteristics with a bureaucratic model because processes are established to help realize the mission of the university. The mission statement emphasizes access, low cost, and meeting the communities’ needs. The appearance of stability and reliability to the pubic and the conscious attempt of the institution to lead its resources to objectives and the intentions to actions also would help the college achieve the traditional mission, but one must recognize that there is a basic road block to any.

5. As a President, Vice President or Dean is there any value to understanding 'what type of organizational model' under which a college/university primarily functions. If so, WHY? If not, WHY NOT?

Yes, because as a leader or in a senior level administrative role, one will have to make decisions vital to the success of the institution’s mission. Understanding how the institution functions regarding policies and procedures, organizational style and member relationships is important information to know when involved in delegating directives. Administration of an institution is a diverse and complicated task because it deals with so many facets of society, relationships, and evolvement. The characteristics and demands of students in higher education are constantly evolving, and before institutions establish any new policies or practices or future changes, they need to identify the population of students that they will be serving in the future in order to evolve with the needs of society. Governance is the structures and processes by which institutional members interact and communicate within the institution, and by being aware of how one’s processes work, one can become an effective leader prepared for change and regulation. Presidents or administrative leaders should give attention to processes where information is communicated throughout their campus and to the organizational structure regarding policy decision-making and procedural implementation. Senior level administrators are an integral part of the organization, and their actions will affect their institution; before they can make any decisions vital to the growth and regarding the mission of the university, they must understand the type of organization they are running and how its systems work cohesively together.