Zach Shirley

EDHE 6710 – General Administration of HiEd

Spring 2010

EDHE 6710

**Midterm Exam**

Instructions: Answer ALL Questions. Each Question is worth the points indicated. The total exam is worth 30 points (30% of grade). The Exam is due no later than June 26th at 5PM. Post it to the Assignments page.

1. Why is the Bureaucratic organizational model generally found as the dominant organizational structure at most: (3 points)

(a.) Community Colleges? *For Community Colleges, this model is more appropriate because of how it is described. Students under this model, just like at community colleges, study part-time and in the evening, and do not live on campus, but commute. This type of structure is established to efficiently relate organizational programs to the achievement of specified goals, such as graduation from trade programs, like at community colleges. Interactions at community colleges are typically between those individuals who have some common interests/goals, so the activity of these campuses is extremely limited. The organizational chart of a Bureaucratic model is also present at community colleges, as it is the belief that the higher one is on the chain in this model, the more expertise they must have, hence, the college president, the department deans, and the vice-presidents. Also, the Board of Trustees of community colleges is extremely strong, just like they are in this model type. Community colleges are generally looked upon as colleges for the “people,” and therefore, they are in the eyes of the people quite often, which means that the leadership must be experts at playing the “bureaucratic game” to keep the public appeased.*

(b.) regional comprehensive (Masters and lower tier doctoral) state universities? *At these type of institutions, the “red tape” of the Bureaucracy is alive and well. The strong organizational chart also exists here, as well, and decisions are handed down and results passed up through the chains of command without ever being second-guessed. People are easily-replaced at these kinds of institutions, and if done, the institution will not miss a beat – or the person that is replaced. These institutions are also more along the lines of this type of model because they are bogged down by the bureaucratic systems of local and state governments. Finally, the administrative authority reigns supreme in these institutions, as it does at most bureaucratic schools.*

(c.) Church CONTROLLED colleges? *These types of institutions are bureaucratic in nature because they, too, are bogged down by rules and regulations, along with the “this is the way we’ve always done it” mentality that most institutions of this type has. These institutions function in their own “nexus” so they do not pay attention to the trends that are being adapted by their more powerful participants and counterparts. This causes church-controlled institutions to be stuck in a rut of sorts, because of their unwillingness to evolve to the changing times, like their counterparts. The Board of Trustees is in dominant control at this type of institution, so administrative authority is important here, as well.*

2. Why is the Collegial organizational model the dominant organizational structure found at most small Liberal Arts colleges? (2 points) *Liberal Arts Colleges are typically thought of as the “old guard” among their counterparts in the world of Higher Education, existing for hundreds of years without changing even a brick on a building. As stated in our text, most members of Liberal Arts Colleges are those whom have undergone specialized training/education in their field, which sets them apart from their counterparts at other types of institutions. At small colleges that specialize in the liberal arts, there is a “familial” aspect, which likens to how the institution is governed, which are in egalitarian and democratic ways. Members are considered as equals as the text states, and all concerns are considered important, even if they come from staff or students. Everyone involved in the community of the institution has an opportunity to offer their opinion in the collegial model, which is oftentimes true at small liberal arts colleges. Liberal Arts Colleges are also considered “collegial” due to the fact that they are small in nature, and they are just fine with staying that way. The culture of these colleges develop in their early founding, and stay the same throughout time, which is why the sense of family tends to get stronger, because of how strong and developed the culture is of the institution – as well as the individuals’ stake in keeping that culture the same. The collegial model dominates the small liberal arts colleges because of the fact that these type of institutions are a “community within the community” that they are nestled into, and with that, the relationship that faculty/staff have with students may be considerably close in nature, as to further emphasize the familial aspect. Most importantly, liberal arts colleges oftentimes do function in the nonlinear “loop” that permits individuals – such as faculty and administration – to form positive and coherent working relationships, with little-to-no friction between the parties. Under this guise, there exists mutual respect and virtually no conflict, because of the close-knit – and non-political – nature of liberal arts institutions and the collegial model. The collegial model calls for this type of behavior, and faculty, staff, students, and administration all willingly adhere to it because, for the liberal arts environment, collegiality just seems to make sense.*

3. Why is the Anarchical organizational model the dominant organizational structure used to govern most Research Universities? (2 points) *Research Universities are intense in their focus and programs, which is why they fall right in line with the Anarchical model. The anarchical model makes the most sense for these institutions because of how the rules and regulations go, in that it is extremely structured, and influenced by those in power, which, in this case, are the faculty. Research institutions are world-renowned for their graduate and professional programs, as well as their research endeavors. Graduate programs at most research universities are highly-selective, which also gives reason as to why most of them are in line with this model. Most of the faculty of research institutions have doctorates, which also come from prestigious research universities. The load of teaching that professors do are low, because their research take up the majority of their time. An anarchical system is described by our text as a system where people do what they want when they want: professors decide what to teach, when to teach it, and if the want to teach in general, students decide if they want to go to class, when they want to go, and what they want to learn, and “coordination” nor “control” are practiced. Decisions made are “intended” by no one, nor are they “controlled” by anyone. Research institutions, given these descriptors, are virtually organized anarchies. The “culture” at most research universities is controlled by the faculty, since they are the professional and expert “authorities” that command respect and admiration among their nationwide counterparts. Basically, at research institutions, the faculty – and their opinions – are considered “gold,” and are, therefore, looked upon as the controlling factor, which is indicative of anarchical organizations. They are organized, but in their organization comes a mentality of people who “do what they feel, when they feel.”*

4. Explain WHEN the Political organizational model is/becomes the dominant organizational structure of a specific college or university? (2 points) *The political organization model is/becomes the dominant organizational structure of an institution when organizations in that institution start looking for “power,” and the desire for “power” comes from the desire to push one’s own agenda for the institution forward, and results in a desire to “control.” The political model comes into play when certain factions of the institution seek to control the way things are ran, the way people vote, and how money is allocated. However, that cannot be done without the “power” that the political model is based on, and to gain that power, entities must first garner support. As our text states, in order to gain power, factions must become dependent upon one another, because without that dependence, there are no politics, and without the politics, there is no “power” to be sought. Political systems, as the text states, is dependent upon social exchange and, therefore, mutual dependence. When factions/sectors start negotiating with one another is when the political model is/becomes dominant in the culture of the institution. Only when agendas need to be fulfilled is when the struggle for power starts, and when the struggle for power starts, alliances will be built in order for support to be accumulated for any one “campaign” a group or groups may have. This type of “tug of war,” “mutual exchange,” or “quid pro quo,” is what turns an institution into a political model at the drop of a hat.*

5. Tell me whether an institution can change organizational model type (over time). If so, HOW? If not, WHY? (1 points) *I believe that an institution can change its organizational model type over time, just by realizing that the type of model they are is not yielding them success, and is depriving them of the advances that other institutions are privy to. The way that this can be done is by examining the other institutions around them, that are their general size, scope of study, and “personality,” and see how those institutions function. Our text explains in great detail the “cybernetic” model, which is a combination of all models into one. With that being said, it should be the goal of ALL institutions to evolve to this type of model, and that starts by taking an introspective look at how they function as a whole. Anarchical institutions can be collegial bureaucracies with a political spin, and Collegial institutions can function anarchically with political bureaucracy characteristics. If this is done, then the institutions will be able to function better and provide better services to students as a whole. Now, this is of course easier said than done, and it is not to say that this could not happen without some struggle and time invested. However, Higher Education is, again, fluid and ever-changing, and with that being said, evolution/change of/for an institution can happen – it just will not come in a short span of time.*

6. Birnbaum indicates 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. (2 points) *I believe that the opinion of a “collegial” typically being small in size is because of the familial and “tradition” aspects that most collegial campuses possess. They are typically thought of as the “small, liberal arts college in the woods” that put on Shakespearean plays and have quirky “community traditions” that only the campus, and maybe the community surrounding it, shares and can understand. The close-knit feel and attitude of a collegial alludes to the belief that, in order for there to BE this familial aspect, the campus automatically HAS to be small, under 2,000 students. Again, this is the prevailing thought of a collegial model because this is the way that it was always thought to have been done. However, in my opinion, I believe that an institution can be larger than 2,000 students and STILL be a collegial model. I will take the institution that I am employed at, for example, Texas Woman’s University, which shares SOME aspects of the traditional “collegial” campus. We have an enrollment of a little over 13,000 students, however, we do have a VERY strong sense of community, and the familial aspect is quite alive with the students and faculty/staff. In lining up with the characteristics of a collegial system from the text, TWU falls right in line with a lot of these descriptors. Our faculty have advanced academic or professional degrees, and the sense of mutual respect that we all have for one another, even on the staff and faculty sides of the house, is quite present. We have traditions at TWU, such as the annual Redbud Awards Festival, Midnight Breakfast, Honors Convocation, and Homecoming activities that garner the participation and support from the majority of the TWU family. At TWU, we practice collegiality because we have the shared interests of educating our student body, and providing them with the best co-curricular experience possible, which is why the faculty and staff work so well together and have a mutual respect for one another. So, with all of this being said, TWU, though not an institution under the 2,000 mark, is definitely a place where collegiality is alive and well, along with other models at any given time. In some instances, when “collegial” institutions grow larger, a lot of the familial effect is lost due to size, however, at TWU, we seem to maintain our collegial feel while incorporating the other models – at appropriate times – to still fit into this model.*

7. Is there a single "best" or ideal model that all colleges try to maintain/adopt? If so, what is it and why? If not, WHY? (3 points) *In my opinion, there is no single best or ideal model that colleges try to maintain or adopt, because, as our text states, NO college can survive when it functions in just one model, because if they do, then they will purposely plan to fail, and they will ultimately dysfunction, as our text states. Sure, you have the liberal arts college that will exude “collegiality,” and there will always be the top-tier research university that will behave completely as an anarchical institution. However, under that façade of trying to exemplify themselves as “one” of these models, the truth remains that all institutions have qualities of all four models, and should embrace all four instead of opting for one and ignoring the other three. Truth be told, there is ONE model that all institutions should maintain/adopt, and that is of the Cybernetic model – the combination of all four models into one. This is because no ONE model can completely define an institution, because institutions are ever-changing and constantly evolving, and with that, so is the model they identify with. Higher education is fluid, and so should be the ways institutions function and what model they are, because if they do not function with fluidity, then they will be, ultimately, left behind with the times. No “one” individual model works best for all institutions, contrary to what they may believe. It is for this reason that institutions should seek to operate in a cybernetic model, so that they may draw on the strengths – and deviate from the weaknesses – of all four models in their separate identities.*

8. Why is it of value for a college administrator and/or faculty member to understand the organizational model under which his/her college or university is being governed? (3 points) *It is of the utmost importance for administrators and/or faculty members to understand the model that they are governed by so that they may know how to navigate their institution when it comes to decision making, along with learning the way to deal with their peers/counterparts/superiors on the campus. If these individuals do not understand the way their campus is governed, then they may very well get lost in the “shuffle” of the campus climate, and how decisions are made; along with how politics are navigated and handled. For an administrator or faculty member to come in not knowing about their model, they are almost destined for failure. The example from the text that I can think of is the Dean at Heritage College in the “collegial” model, where he missed The Teas to catch up on administrative work. Being the first appointment from outside of the faculty of this model, he did not understand that his absence from this longtime tradition was perceived as reflecting an attitude of not caring about the “unique programs” and “stellar achievements” of the college. Needless to say, he did not make it long at the institution – because he did not understand the climate of his institution – he did not “get” how his institution was governed. Had he of understood the importance of The Teas, and most of all, how the collegial model worked, then he may have still been employed at Heritage. If individuals do not understand the model and climate of their institution, then they may not be able to sustain employment and success at that institution. Only when we as professionals understand how our institutions are governed will we know how to play the “power” games and create our own successes.*

9. For-profit-corporations differ from non-profit accredited colleges and universities in several key ways. List 3 of them and explain for each what impact this difference has on how the organization is governed? (6 points) *The three differences/impacts are as follows:* ***1)*** *For-profits are in the business FOR profit, they look at the monetary value over anything else. The impact that this has is that, most-likely, the “student” is looked upon as just an individual who pays a bill – they are like “input” and the money that they pay will allow them to one day (hopefully) GRADUATE and become “output.” That is not the case at the non-profit accredited colleges/universities, however, because those institutions specialize in creating “refined” individuals that will contribute to the greater good of society as “educated citizenry.”* ***2)*** *For-profits are extremely more flexible/nimble than the non-profits. The impact that this has on governance is that, at the drop of a dime, for-profits are able to evolve themselves to fit into what society and the students need, whatever “professional trend” has now hit society; whereas non-profits, while able to change, are slow to do so, and sometimes unwilling to do so, as well.* ***3)*** *For-profit corporations are more attuned to “student” needs than are non-profits, through the offering of completely online degree programs and more-flexible class structures. This, basically, translates to for-profits as being more “student-focused” than their non-profit counterparts, offering classes that fit realistic schedules. This allows for-profits to go after the “adult/non-traditional student” clientele that often get turned away by (or, have no desire to attend) non-profit, accredited institutions. The impact that this has on governance is that there are more students to deal with on the for-profit side (and more money to be made), because more students are choosing the for-profit route as opposed to the traditionally-bureaucratic non-profit sector. If anything, this harms governance for the non-profits, because when you have students transferring, or not even ENROLLING to begin with, then you have a unique problem of missing out on an entire demographic of students because of the inflexibility of scheduling and the problems of “politics.”*

10. Colleges and Universities share many characteristics of for-profit corporations. List three of them and explain for each of them how knowledge of it can be helpful for university administrators to be aware? (6 points) ***1)*** *Colleges and Universities have the desire to enroll the most students for any given semester, like their for-profit competitors. Administrators with knowledge of this “enrollment need” should be able to see how their for-profit counterparts achieve their enrollment goals, and evolve THEIR enrollment procedures where they can in order to keep up with the for-profit successes in enrollment, and get out of the “this is the way we’ve always done it” mentality that currently is killing their student enrollment numbers.* ***2)*** *Colleges and Universities desire to stay on the cutting edge and ahead of the curve with innovative and exciting degree program offerings. Administrators who are aware of the needs of corporations and the job market can also examine how their for-profit counterparts fair in regards to their graduates getting jobs after they complete their degree programs, and look to tweak their programs along the same lines of the for-profit programs just enough to make their programs just as competitive in garnering student interest as the for-profit programs are.* ***3)*** *Colleges and Universities aspire to remain relevant in higher education, just as their for-profit counterparts, so that they may keep up with changing times. Administrators need to seek to reshape their institutions in order to remain relevant and be “caught up” with the times of higher education. As I stated earlier, non-profit accredited colleges and universities are slow to change, which hinders them. In that, they lose out on the clientele that for-profits gain in their slow evolution, which can cause them to lose relevancy with a lot of incoming students. This is a characteristic that all entities of this caliber share, as they want to remain important to the demographic of higher education. If administrators do not pay attention and seek to evolve their institutions, they may be left behind.*