

# ADMINISTRATION OF HIGHER EDUCATION

EDA 7550

Fall 2008

## Course Syllabus

Instructor: Benjamin Baez  
364A ZEB  
(305) 348-3214 (Work)  
(305) 348-1515 (Fax)  
Benjamin.Baez@fiu.edu (Email)

Office hours: Tuesday, 1:00-5:00 P.M.  
Wednesday, 10-Noon  
Other times by phone, email, or appointment

Meetings: Tuesday, 5:00-7:40 P.M.  
ZEB 110

### **Introduction**

This course examines colleges and universities as *organizations*. We will investigate these organizations by critically reviewing theories of organizational behavior and governance. We will discuss the theoretical underpinnings of these organizations and apply them to real and hypothetical situations in order to develop an understanding of how authority and power are exercised in higher education.

This course will be conducted in a seminar format. Consequently, student participation is essential for the success of this course. If you have any special requests, please discuss these with me as soon as possible.

This course syllabus provides a general plan for the course; deviations may be necessary.

We will abide by Florida International University's policies regarding academic honesty, grading, and attendance. Please refer to the latest policies in the Student Handbook and Graduate Course Catalogue.

### **Required Texts**

Jay M. Shafritz, J. Steven Ott, and Yong Suk Jang, *Classics of Organizational Theory*, 6<sup>th</sup> Edition (Belmont: Thomson Wadsworth, 2005).

Handouts (Distributed by Instructor or Available on Blackboard: [www.ce6.fiu.edu](http://www.ce6.fiu.edu))

## Course Requirements

<u>Assignments</u>	<u>Percentage</u>	<u>Due Date</u>
Class Participation and Self Assessment	20	Weekly/See Course Calendar
Reading Notes	30	Weekly
Critical Reflections	20	See Course Calendar
“Case Study” Paper	25	See Course Calendar
Review of Anther Students’ Paper	5	See Course Calendar

### I. CLASS PARTICIPATION/ATTENDANCE/SELF ASSESSMENT (20%)

Your participation and contribution will determine the success of this course and your experience in it. We all must be in attendance, on time, prepared, and there for the entire class in order to participate fully and contribute to class discussions. Please let me know if circumstances preclude your attendance, will cause you to be late, or require you to leave early. If your participation is inadequate, I will try to address the matter with you. However, it is ultimately your responsibility to let me know how I can help you in this regard.

*Self Assessment of Class Participation and Attendance:* Although I will do so, you are responsible for keeping track of your attendance and participation. Toward the end of the course, you must submit a self assessment of your participation, indicating the number of absences and the number of times you were late. You should also gauge the quality of your participation in discussions.

You will grade yourself in this area (up to 20 points) and give a justification for that grade. Please take off 2 points for an absence, provided you have no more than two absences. If you have more than two absences, you will need to provide extensive justification for why you should receive any credit at all. Medical emergencies are not subject to this rule (just the 2 point rule). Excessive tardies should be considered in your assessments. I will take into consideration your assessment in your grade for this requirement.

Please submit your assessment on BLACKBOARD after the last class of the term.

### II. READING NOTES (30%, 3 POINTS EACH)

To increase the likelihood that you will have read for class, and thus to facilitate class discussions, you should provide a summary of each week’s readings. In such a summary, please discuss the readings, and indicate to what extent you agree or disagree with them (or like or dislike them) and why. The Shafritz text contains a number of introductory passages for each chapter, which might make the reader avoid the actual articles, but you

will be expected read and refer to particular articles and to cite direct pages for your evidence.

These notes are due right before class, and there will be no make-up for them. If you do the notes, you will get the credit; if you miss one, you will not receive credit for it.

These reading notes cannot exceed two (2) pages each. Please submit these notes via BLACKBOARD.

### III. CRITICAL REFLECTIONS (20%, 10 POINTS EACH)

Please reflect on two schools of thought. By “schools of thought” I mean a set of particular organizational theories which share common assumptions. So, for example, all the classical (or rational decision-making) theories constitute a school of thought. You can assume that each set of reading for each week constitutes a school of thought.

I find it useful to think about organizational theories along four kinds of concerns, each addressing different kinds of questions. These four concerns attempt to get you to think of the underlying theories of each organizational school of thought. As you read the various schools of thought, please reflect on the following four concerns:

(1) The academic concern (or the characteristics or elements of the school of thought): What are the tenets of the theories? When are the theories in the school of thought used, and for what questions? What do these schools of thought explain and obscure?

(2) The practical concern (or the problems with which the schools of thought are concerned): What problems or concerns do the schools of thought seek to address? What solutions do they offer?

(3) The philosophical concern (or the underlying theories of reality and knowledge): What is nature of the world assumed by the school of thought? What is the nature of human beings assumed by the school? What assumptions does it make *a priori* to its tenets?

(4) The political concern (or the theories of social control): What effects or consequences are potentially presented by the school of thought? How are people to be organized accordingly? What ramifications are there for not abiding by its tenets?

Each critical reflection cannot exceed five (5) pages, and you can choose any one of the schools of thought listed on the syllabus prior to when the assignment is due. See Course Calendar for when these reflections are due.

Each reflection should go beyond the actual articles address their underlying assumptions. I will grade each critical reflection on the following criteria: The extent to (and quality of) which you addressed each of the four concerns listed above (4 points); the evidence--from the particular articles--that you used to justify your claims (4 points); the quality of your writing (1 point); and the quality of your referencing, i.e., the extent to which you cite direct pages) (1 point).

#### IV. UNIVERSITY OF MISSOURI CASE STUDY (25%)

For this paper, please analyze the University of Missouri Case Study from the perspective of any organizational model or theory. You may consider a “model” or “theory” to mean either a school of thought, as in the classical theories, or a particular theorist within such a school, such as Weber’s.

When applying the model, please consider two things: One, apply the model to help you explain what happened; two, determine whether the model “works,” i.e., does it explain well what happened? Essentially, you should apply the model and evaluate it.

Given this understanding, please answer the following questions:

- (1) Very briefly, what happened in the case? This is really an introduction to your paper and should only relate to key facts you will be discussing in the paper.
- (2) How does the model or theory work in the case? That is, take the characteristics of the model and apply them to the facts of the case.
- (3) In what ways is the model or theory useful for understanding what happened in the case study? That is, how is it that this is a good model for this case study and for higher education?
- (4) In what ways is the model or theory not useful for understanding what happened in the case study? In other words, how is it that the model is a poor one for the case study and for higher education?

Please make the following assumptions: (1) I have read the case study and am familiar with the facts; and (2) no model or theory explains adequately what happened or what should happen -- there is no “right” answer.

You will have this paper reviewed by me and by another student, and thus you will have an opportunity to revise your paper accordingly.

This paper should be no more than ten (10) pages. No library research will be necessary. I will judge the paper on the following criteria: the extent to (and quality of) which you addressed the four questions listed above (12 points); the evidence--from the particular articles and from the

case study--that you used to justify your claims (8 points); the quality of your writing (3 points); and the quality of your referencing, i.e., the extent to which you cite direct pages) (2 points).

Please provide 2 copies of this paper. One copy you will submit on BLACKBOARD; the other copy you will bring to class (this is the copy that another student will review). Please do not put your name on the copy you bring to class.

#### V. REVIEW OF ANOTHER STUDENT'S CASE STUDY (5 POINTS)

In hopes of helping students with the quality of their writing, and of improving the quality of the case study, I will ask that each student review another student's case study and provide feedback on how that student may improve the paper, substantively and stylistically. This review will be done anonymously. More detailed instructions will be available in class and on BLACKBOARD.

*With regard to any of these assignments, you must speak with me about any issues, questions, or concerns about them before they are due. I will not entertain questions about extensions, etc., after the assignment is due.*

### Course Calendar

The readings and assignments are due on the day listed. Please see the section on "Required Text" for a listing of the texts referred here. The handouts will be available in class or on BLACKBOARD.

#### **August 26, 2008 Introduction**

No Assignments - Review the Syllabus

#### **September 2, 2008 Introduction, Redux**

Shafritz, Introduction, pp. 1-26.

Holmes, "Person, Role and Organization: Some Constructivist Notes"

#### **September 9, 2008 Higher Education, Organizationally Speaking**

Duryea, "Evolution of University Organization"

Peterson, "Emerging Developments in Postsecondary Organization Theory and Research"

University of Missouri Case Study (just read)

#### **September 16, 2008 Classical Theories**

Shafritz, Chapter 1, pp. 27-87  
Mintzberg, "The Professional Bureaucracy"

**September 23, 2008 Neoclassical Theories**

Shafritz, Chapter 2, pp. 88-144  
Etzioni, "Administrative and Professional Authority"

**September 30, 2008 Human Resource Theories**

Shafritz, Chapter, 3, pp. 145-192  
Downey, "Balancing Corporation, Collegium, and Community"

**October 7, 2008 Structural Organization Theories**

Shafritz, Chapter 4, pp. 193-247  
Weick, "Educational Organizations as Loosely Coupled Systems"

**October 14, 2008 Organizational Economic Theories**

Shafritz, Chapter 5, pp. 248-282  
Lane and Kivisto, "Interests, Information, and Incentives in Higher Education"  
Critical Reflection

**October 21, 2008 Political Theories**

Shafritz, Chapter 6, pp. 283-351  
Baldrige et al., "Alternative Models of Governance in Higher Education"  
Cohen and March, "Leadership in an Organized Anarchy"

**October 28, 2008 Organizational Culture Theories**

Shafritz, Chapter 7, pp. 352-414  
Kuh and Whitt, "Culture in American Colleges and Universities"

**November 4 2008 Reform Theories**

Shafritz, Chapter 8, 415-475  
University of Missouri Case Study

**November 11, 2008 No Class - Veterans' Day**

**November 18, 2008 Environment Theories**

Shafritz, Chapter 9, pp. 476-544  
Critical Reflection  
Review of A Students' Paper

**November 25, 2008 No Class - Thanksgiving Break**

**December 2, 2008 Theories of Higher Education**

Boland, "Postmodernism and Higher Education"  
Gergen, "Organization Theory in the Postmodern Era"  
University of Missouri Case Study (Revision)