Module Recap: The Study of Colleges and Universities as Organizations

What's Ahead

Overview of Textbook Chapter (including overview of type of HE institutions)

Overview of Kerr's The Idea of a Multiversity

Reflecting on Our "Build Your Own Institution" Activity

Defining our conceptual framework

Two lines of research

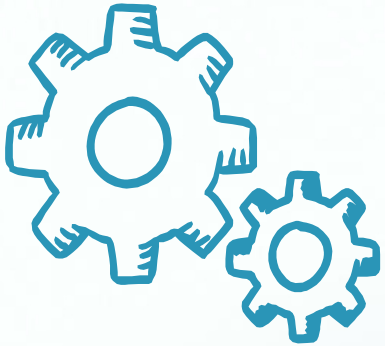
TWO THEORIES

GRAND THEORIES

Thinking about colleges and universities as operating in a larger societal context

THEORIES OF MIDDLE RANGE

Zooming in – thinking about how universities operate as organizations in and of themselves



GRAND THEORIES

COLLEGES AND UNIVERSITIES FUNCTION IN LARGER SOCIETAL CONTEXT

Grand Theorists

Karl Marx

Universities – part of '"Überbau' (superstructure)"

Maintaining capitalist status quo

Rooted in differences between class and power imbalances

Pierre Bourdieu

Upper class citizens have more access to HE, can attain even more cultural capital in the form of a diploma

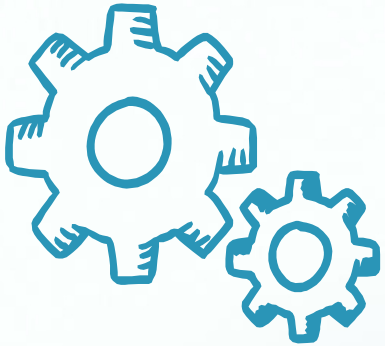
Their kids will also be likely to access HE

The cycle repeats

Emily Durkheim

The functioning of society relies on adherence to a shared set of moral values

Schools mediate these values



THEORIES OF MID RANGE

COLLEGES AND UNIVERSITIES FUNCTION AS ORGANIZATIONS THEMSELVES

Theories of Mid Range

Loose Coupling

Universities are made up of units that function independently

"Organized Anarchies"

Universities have irrational decision-making processes

Conflicting goals

Avoiding problems rather than solving them

Fluid participation

Professional Bureaucracy

Institutions hire professionals who each have agency over their own work

Fragmented system of professionals working separately but under the same institutional umbrella

HOW DO UNIVERSITIES SURVIVE THE COMPETITION

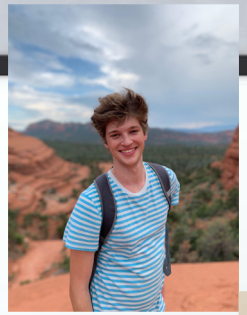
- 3 E'S
  - Efficient organizational processes
  - Economics – trade off of value for the cost
  - Effectiveness – social responsibility and impact

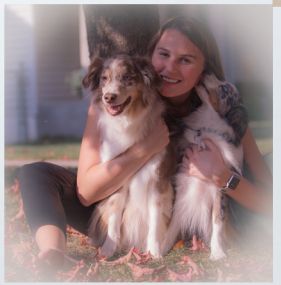
Types of Higher Education Institutions

As described by you!

Funding Model

- Public (Felix) – Enroll ~75% of US college students
  - State universities (Ashley)
    - Funded and overseen by state govt.
  - Community Colleges (Kate)
    - Accessible two year degree programs
- Private (Emily) – Enroll ~20% of US college students
  - Subject to intense market competition
  - Rely heavily on outside fundraising





Institutional Missions (pt. 1):

- Research Universities (Vera)
  - Prioritize research and graduate programs alongside undergraduate teaching
  - Princeton, UCLA, Stanford, etc.
- Liberal Arts Colleges (Abel)
  - Focus on undergraduate studies of the arts and sciences
  - Promote of a general curriculum and multidisciplinary exposure
  - Williams College, Amherst College etc.

Institutional Missions (pt. 2)

- Polytechnic universities (Marcos)
  - Focus on the development of technology, science and engineering
  - MIT, Caltech, WPI, etc.
- Entrepreneurial Universities (Lauren)
  - Create an environment conducive for developing entrepreneurial behaviors and mindsets
  - Closely interact with government institutions and private industries

Specific population serving institutions (pt 1.)

- HBCUs (Remi)
  - First HBCUs predate the civil war and were created to give Black youth the opportunity to receive basic education
  - Receives federal funding from the U.S DOE's Title III budget and some state funding (though funding disparities exist)
- Women's Colleges (Lourdes)
  - Created in the mid to late 19th century to create higher education opportunities for women
  - Consistent centering of women's empowerment, equity, and basing the liberal arts experience in the legacy of women's academic advancement

Specific population serving institutions (pt 2.)

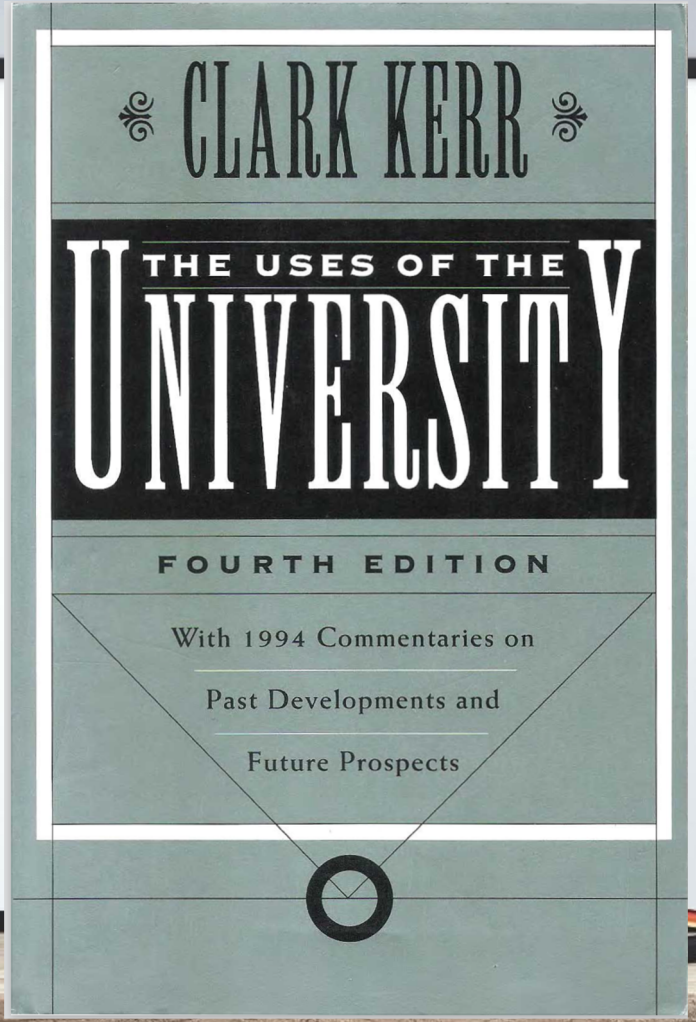
- Tribal colleges and universities (Jack)
  - established in the late 1960s to provide higher education rooted in indigenous values and knowledge to indigenous peoples
  - Chartered by tribal governments under their authority as sovereign nations
- Hispanic-Serving Colleges and Universities (Sienna)
  - 2 and 4 year, public and private nonprofit HEIs where Latino students comprise ≥ 25% of all students
  - First federal designation in 1992

Institutional Statuses:

- Elite Higher Education Institutions (Emma)
  - Colleges or universities whose prestige holds significant weight within societal culture
  - Status achieved via historical prominence, research production, connections to influential society members, etc.
- World Class Universities (Timary)
  - Play an essential role in creating knowledge, educating highly skilled future leaders, and creating competitiveness in the global knowledge economy
  - Must be included on the top lists of World University Rankings

Alternative Models

- OpenCourseware (OCW) movement (Claudia)
  - Provides alternative forms of knowledge dissemination and/or skill accreditation outside of the traditional university context
  - Rely heavily on the digital world to provide knowledge and skill accreditation and can overcome physical barriers and traditional time + cost barriers
- Minerva University: A New Model (Jeff)
  - Established in 2011 as an edtech startup
  - Education is fully virtual and focuses on developing student's ability to think critically and communicate effectively


CLARK KERR
THE USES OF THE
UNIVERSITY
FOURTH EDITION
With 1994 Commentaries on
Past Developments and
Future Prospects

The Idea of a Multiversity

Key Takeaways (pt. 1):

- Big picture:
  - Universities have transformed from communities of masters and students to a series of *many* communities including undergraduates, graduates, humanists, social scientists, scientists, professional students, non academic personnel, administrators, etc. (p. 14)

The Idea of a Multiversity

Key Takeaways (pt. 2):

- The modern American Multiversity is the result blending the British and German university models with the incorporation of new elements:
  - American Universities made earnest efforts to replicate the residence halls, student unions, intramural playfields, and undergraduate libraries of Oxford and Cambridge (p. 13)
  - University Presidents Daniel Gilman at Johns Hopkins at Charles W. Eliot at Harvard elevated graduate studies and research in the late 19th century in alignment with the German model (p. 10)
  - In the early 20th century the University of Wisconsin became involved with legislative programs, the trade union movement and developed agricultural and urban extensions as never before seen → the university began to serve the whole state (p. 12)

The Idea of a Multiversity

Key Takeaways (pt. 3):

- Governance:
  - "As the institution becomes larger, administration becomes more formalized and separated as a distinct function; as the institution becomes more complex, the role of administration becomes more central in integrating it" (p. 21)
  - Competitors for power include students, faculty, administrators, and public authority
  - University Presidents today must act as mediator-initiators that ensure peace and progress (p. 27)

HOW DID WE BUILD OUR OWN UNIVERSITY?

- " Organized Anarchies"
  - Lots of different goals
    - Ex: excellence vs student well-being
- Durkheim – moral values:
  - Ex: Human University (self care, emotional well being)
- Loosely coupled
  - Different services → different autonomous departments
- Marxism – class structures
  - Financial aid, job readiness, others forms of cultural capital

Harvard as a Multiversity

- Decentralized Governance:
  - Made up of many individual parts primarily managed by many deans and their respective offices
  - The Harvard Corporation manages the endowment and budget
  - Differential dependence on larger institution among schools:
    - Independent: HBS, TH Chan School of Public Health
    - Dependent: The Divinity School, Radcliffe

Thanks!

Any questions?