

**EDHI 9050**  
**Organization and Governance of Higher Education**  
**Core Organizational Values, Structures, Processes**

Structure:

Board(s): institutional and/or system  
Executive (president, chancellor, rector, etc.)  
Administrative: line academic, line business, staff  
Legislative/Shared Governance (faculty, university via committees, senates, etc.)

Goals of the Enterprise:

Goals ostensibly drive any rational social organization  
Classic goal theory: goals are shared, written, clear, measurable, ordered, stable, transparent, consistent with actions of organization, motivating  
Reality: goals are contested, negotiated, conflicting, discovered, constraining, unordered, shifted/displaced/distorted over time, fantastical, unmeasurable  
Operative goals can be manifest or latent (survival, peace, stability, protecting interests, etc.)  
Environments can force goal shifts, via market signals, coercive pressures, etc.  
Core org. challenge: meeting organizational and individual goals simultaneously  
Universities as multi-purpose organizations: teaching, research, service, and more  
-risks: incompatibility, strains on capacity, dominance of “easier” or popular goal, sacrifice of goal clarity for ambiguity (typical “mission statements”)  
-benefits: synergy, openness to shifting interests at individual and org. levels, recruitment advantages

Coordinating and Controlling Higher Education:

Forms of coordination: bureaucratic, professional, political, market  
Nations and states vary in dependence on these forms  
Governing bureaus: variation in levels of centralization  
Markets: students, faculty, funding, prestige  
Coordination in the U.S. states: consolidated boards, coordinating boards, and planning agencies

Shared Governance and Collegiality: values/norms especially distinctive to higher education

“Loose Coupling”:

Colleges and universities have features of “loosely coupled systems”  
Structure: delegated discretion; infrequent cross-unit communications; lax quality inspection  
Technology: Uncertain theory of production, i.e., inputs, processes, outcomes  
Many examples of loose coupling: intentions and actions; top and bottom of hierarchies; academic line and administrative staff; means and ends; processes and outcomes  
Disadvantages for executive leaders: Weak top-down coordination and control; slack times; slow influence spread; slow response times; weak connections between actions and effects; duplication; poor cross-unit coordination; quality disparities across units; persistence of anomalies  
Advantages: stability; elaborate ground-level sensing mechanisms; localized process and structural adaptation; greater efficiency at local level; lowered costs of coordination, control, dissemination, inspection  
Consider: in what circumstances is loose coupling functional and effective?