Organization and Administration of Higher Education
EDHI 653

College of Education, University of Maryland
Spring, 2016
Mondays, 4:15-7pm
Benjamin 3236

Faculty
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Course Overview and Purpose
The purpose of this course is to examine colleges and universities as organizations, or as Robert Birnbaum observed, how colleges and universities "work." We engage with organizational theories that help to explain how and why colleges work as they do, including framing of problems and opportunities, decision-making, resource allocation, use of data, identification of peer institutions, and evaluation of outcomes. We will draw on organizational and social psychology, organizational theory, management science and new science on learning to compare and contrast higher education organizations and the field of higher education to other types of for-profit and non-profit organizations. We consider contemporary higher education problems from the perspective of different organizational frameworks and paradigms. Students refine analytic and writing skills through organizational analysis in classroom sessions and assignments.

Learning Objectives
Learning objectives for this course are that by the end of the course students:

- Understand and can apply the major frameworks and paradigms of higher education organizational analysis to contemporary higher education problems
- Have working knowledge of and are able to critique specific organizational theories used commonly in higher education research to study and frame higher education problems
- Are able to apply organizational frames and theories to their own professional experiences and research interests
- Are able to effectively use organizational theory to analyze current problems in a specific organization and make informed recommendations for interventions and responses

- Are able to integrate and use social science research and organizational theories from other disciplines to analyze higher education organizations

Required Texts

Bolman, L.G. and Deal, T.E. (2013). *Reframing Organizations: Artistry, Choice, and Leadership,* 5th Edition. San Francisco: Jossey Bass.

Manning, K. (2013). *Organizational Theory in Higher Education.* Routledge.

Recommended Texts
Kezar, A. (2014). *How colleges change: Understanding, leading, and enacting change.* New York: Routledge.

Bess, J., & Dee, J. (2008). *Understanding college and university organization: Theories for effective policy and practice, Volume I: The state of the system.* Sterling, VA: Stylus Press.

Bess, J., & Dee, J. (2008). *Understanding college and university organization: Theories for effective policy and practice, Volume II: Dynamics of the system.* Sterling, VA: Stylus Press.

** Other articles and book chapters listed on the syllabus are available on the Canvas site for this class. There will also be handouts provided in class.

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Classroom Assignments

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The grade for this course will be distributed between three key areas—classroom engagement, essays, and final projects.

Classroom Engagement (20%)

- Because this course relies heavily on classroom participation and interactive dialogue, it is essential for you to **attend all classes**. In the case of an absence caused by sickness, it is your responsibility to inform Dr. O'Meara of your absence via email and to connect with classmates to cover work covered during the absence. Attendance will influence participation grades. Missed classes should not be for work reasons. Students should be ready and prepared to start class at the beginning of each session. Repeated lateness will hurt the course grade. *Please do not read email or work on other class assignments or projects during class sessions* as it is important we all be fully present for discussions.

- **Student contributions to class discussion** should reveal a substantial familiarity with assigned readings, a capacity to analyze the issues and problems under discussion, and an ability to listen, incorporate, synthesize and constructively criticize the comments and work of classmates. Class members are encouraged to bring questions, issues, critiques, and insights from the readings and from professional experiences to every class.

- **Each classroom session the instructors will assign a grade for classroom participation** of A, B, or unprepared. Please see the instructors if you have any questions about your participation grade at the end of each session.

- **Students will also sign up to lead one class discussion for 15-20 minutes.** Students will sign up on the first day of class for their issue. These discussions will require some additional close reading by students and introduce new social science research relevant to higher education organizations and the topics discussed that day. Students should complete a powerpoint for each presentation and may get feedback on their presentation from Lindsey Templeton ahead of time if they wish.

Analytic Essays (40%)

Each student will complete **three** of the following four analytical essays (Essay One and two others). Additional detail and guidelines for each analytic essay will be handed out in class. Each essay uses concrete theories and ideas from course readings to describe and analyze problems or opportunities in an organization in which students currently work or have worked in the past. Students should use the same organization for all three essays. These essays should be completed in 4 pages, 1.5 spaced, Times New Roman, 12-point font. They must be submitted at the beginning of class on the day assigned in hard copy.

Please bring three copies of Analytic Essay One **(due February 8th)** to class for use in a peer-review process. Students will apply a rubric and provide feedback on another classmate's first essay, due the following class period **(February 15th).** The instructors will consider the peer grade when assigning a final grade.

Examples of strong analytic essays are provided under files on the canvas site.

Analytic Essay Due Dates

Analytic Essay One: A Structural Analysis: due February 8th

Analytic Essay Two: A Human Resource Analysis: due February 22nd

Analytic Essay Three: A Political Analysis: due April 4th

Analytic Essay Four: A Cultural Analysis: due April 25th

Grading Criteria for Analytic Essays	Points
Content analysis—key theories from the frame are presented and used effectively to describe and analyze challenges and opportunities in the organization	1
Critical analysis—the application of the theories is thoughtful, precise, persuasive, and interesting	1
Writing clarity, presentation, editing and grammar	1
Organization and focus	1
	4 Points

*Extra credit is provided for integrating non-assigned reading on frame concepts

4 points= A
3 points= B+
2 points= B
1 point= Fail

Final Project: (40%)

The purpose of this assignment is to enhance student ability to use organizational theory to understand contemporary organizational problems and recommend organizational solutions. This assignment can be completed as a team project of 2 or 3 students or an independent project. Students will work with instructors to identify a contemporary organizational opportunity and/or set of constraints faced by a higher education department, division, or unit (see class handout for potential topics). Students will identify a liaison to work with that helps students gain information on the history and current contexts of the problem, usually through interviews, and review of documents and internal research. Students will then develop a final project paper that integrates and synthesizes three key sets of data and information (a) the local unit history, contexts, and unique characteristics of the problem (b) the broader research and literature on the issue within higher education organizations and (c) organizational theory from our class as well as additional sources to frame the issue and recommend future directions. The final project will include (a) a 15-25 page paper depending on size of group (1, 2 or 3) (excluding references and appendices) and a (b) 30 minute class presentation of the project. Students should submit a one paragraph description of the focus of their intended project for approval **February 15nd, 2016.** A full draft of the final project can be submitted for feedback from the instructors on **April 18th.** The final paper will be due in class on **May 2nd**. **A list of potential projects will be discussed in the first class.**

Grading Criteria for Final Projects	Points
• Organization, structure, and clarity of writing and presentation.	1
• Effective use of key theories to the understanding of challenges and opportunities	2
• Quality of critical analysis and reasoning in applying and critiquing theory and considering issues	1
• Effective use of theory, research and literature not included in course readings	1
• Overall quality of diagnosis, recommendations and insight	1
TOTAL possible points	6

A/A+ = 6 points
B+/A =5 points
B=4 points
C/C+= 3 points
D/F=1-2 points

January 25: Introduction to Organizational Theory and Strategies for Change

Bolman & Deal: Chapters 1 – 2

Manning: Chapter 1

Kezar, A. (2001). Understanding the nature of higher education organizations: Key to Successful organizational change. 59-77. *Understanding and facilitating organizational change in the 21st century: Recent Research and Conceptualizations.* 28(4), ASHE ERIC Higher Education Report, San Francisco: Jossey-Bass.

Please listen to NPR Ted Radio Hour: Getting Organized: Stories 1, 2 and 4
http://www.npr.org/programs/ted-radio-hour/401734785/getting-organized

February 1: The Structural Frame: Colleges as Bureaucratic Organizations

Bolman & Deal – Chapters 3 – 5

Manning: chapters 10 & 11

Birnbaum: chapter 5.

DiMaggio, P.J. & Powell, W.W. (1983). The iron cage revisited: Institutional isomorphism and collective rationality in organizational fields. *American Sociological Review, 48*(2) 147-160.

Spotlight Topic/Case: Why does College Cost So Much? The Cost of Striving for Prestige

NPR Reducing the Cost of College (2004). (32 minutes); Features **Richard Vedder,** Professor of Economics at Ohio University in Athens, Ohio. Author of *Going Broke By Degree: Why College Costs Too Much,* and **Ronald Ehrenberg,** Professor of Economics at Cornell University, Ithaca, N.Y. Author of *Tuition Rising: Why College Costs So Much*
http://www.npr.org/templates/story/story.php?storyId=3365008

Excerpt from: O'Meara, K. (2007). Striving for what? Exploring the pursuit of prestige. In J. Smart (Ed.), *Higher education: Handbook of theory and research*, *22* (pp. 121-179). New York, NY: Springer. [Tables shared in class].

February 8: The Structural Frame: Strategies for Change

Bryson, J. M. (1995). *Strategic Planning for Public and Nonprofit Organizations*. San Francisco, CA, Jossey-Bass. Part 1 (Chapters 1 & 2).

Birnbaum (2000). The life cycle of academic management fads. *The Journal of Higher Education, 71*(1), 1-16.

Sturm, S. (2006). The Architecture of Inclusion: Advancing Workplace Equity in Higher Education. *Harvard Journal of Law & Gender*, 29, (2)
Columbia Public Law Research Paper No. 06-114.

Spotlight Topic/Case: Structuring a Campus to Support Diverse Students, Faculty, and Staff

Please read two Diversity Reports:

University of Maryland
http://issuu.com/umaryland/docs/22628

MIT
http://iceoreport.mit.edu/wp-content/uploads/ARCC_Feb13.pdf

** Analytic Essay One Due

February 15: The Human Resources Frame: The Primacy of People

Bolman & Deal – Chapters 6 – 8

Kanter, R. M. (1985, April). Managing the Human Side of Change. *Management Review*: 52–56.

Kets de Vries, M. F. R. (2001). Creating authentizoic organizations: Well-functioning individuals in vibrant companies. *Human Relations 54*(1): 101-111.

Spotlight Topic/Case: Retaining Women Faculty

Case: Faculty Retention: Gardner, S. (2012). "I couldn't wait to leave the toxic environment: A mixed methods study of women faculty satisfaction and departure from one research institution. *NASPA Journal about Women in Higher Education, 5*(1), 71-95.

Case: Restoring what Micro-Aggressions Diminish: The Role of Peer Networks on Faculty Participation and Agency: An AERA Paper Presentation by O'Meara, Templeton & Haider (2016).

** *Peer Feedback for Analytic Essay One Due; Final Project Description Due*

February 22: The Human Resources Frame: Strategies for Change

Ganz, M. (2010). Leading change: Leadership, organization and social movements. In N. Nohira & R. Khurana, *The Handbook of Leadership and Practice* (pp. 509-550). Danvers, MA: Harvard Business School Press.

Goleman, D. (2000). Leadership That Gets Results. *Harvard Business Review, 78*(2), 78-90.

Kegan, R. & L. L. Lahey (2001). The real reason people won't change. *Harvard Business Review 79*(10): 85-92.

Buck, J.M. & Watson, J.L. (2002). Retaining Staff Employees: The relationship between human resources management strategies and organizational commitment. *Innovative Higher Education*, 175-193.

Spotlight Issue: Advising

Case: O'Meara, K., Knudsen, K. & Jones, J. (2013). The Role of emotional competencies in faculty- doctoral student relationships. *Review of Higher Education*. 36(3), 315-348.

***Analytic Essay Two Due*

February 29: Organized Anarchy

Manning: chapters 2 and 3

Birnbaum, R. (1988). *How Colleges Work: The Cybernetics of Academic Organization and Leadership.* San Francisco: Jossey-Bass. Chapter 7, 151-174.

Birnbaum (1989). The latent organizational functions of the academic senate: Why senates do not work but will not go away. *The Journal of Higher Education, 60*(4), 423-443.

Cohen, M.D. & March, J.G. (1991). Leadership in an organized anarchy. In M.W. Peterson, E.E. Chaffee & T.H. White, (eds) *Organization and governance in higher education: An ASHE reader, (4ᵗʰ edition), pp. 399-420*. Needham Heights, MA Person Custom Publishing.

March 7: The University as Collegium

Manning: Chapter 4

Birnbaum: Chapter 4

Eckel, P. D. (2000). The role of shared governance in institutional hard decisions: Enabler or antagonist? *The Review of Higher Education, 24*(1), 15-39.

Pratt, M. G. (2000). The Good, the Bad, and the Ambivalent: Managing Identification among Amway Distributors. *Administrative Science Quarterly* 45: 456-493.

Spotlight Issue/Case: Student Centeredness as a Function of College Culture

CASE: Metro West Community College from 359-399 In: Bess, J.L. & Dee, J.R. (2008). *Understanding College and University Organization: Theories for Effective Policy and Practice.* Sterling, VA: Stylus.

March 14: SPRING BREAK – NO CLASS

March 21: The Political Frame: Power and Influence

Bolman & Deal: Chapters 9 – 11

Manning: chapters 6 and 7

Birnbaum, chapter 6

Hackman, J. (1985). Power and centrality in the allocation of resources in colleges and universities. *Administrative Science Quarterly*, 30, 61-77.

Julius, D. J., J. V. Baldridge, et al. (1999). A Memo from Machiavelli. *Journal of Higher Education 70* (2): 113-133.

French, J. R. P. & Raven, B. (1959). "The basis of social power" in Shafritz, et al. (2005). *Classics of Organization Theory* 6th Edition.

Spotlight Topic/Case: President Loh State of the Campus Speech and Bird Stadium decision
State of the Campus Address:
https://www.youtube.com/watch?v=hTn_R1V9SKw

Renaming Bird Stadium:
http://president.umd.edu/statements/byrd-stadium/campus_message120715.cfm
http://president.umd.edu/byrd-stadium/Byrd-Stadium-recommendation-to-BOR-12-7-15.pdf

March 28: Team Project Meetings

April 4: The Political Frame: Strategies for Change

Allan, E. J., Gordon, S. P., & Iverson, S. V. (2006). Re/thinking practices of power: The discursive framing of leadership in "The Chronicle of Higher Education." *The Review of Higher Education*, *30*(1), 41–68. doi:10.1353/rhe.2006.0045

O'Meara, K., Lounder, A. & Hodges, A. (2013). University Leaders' use of episodic power to support faculty community engagement. *Michigan Journal of Community Service-Learning, 19*(2). 5-20.

Kezar, A. (2014). Higher education change and social networks: A Review of Research. *The Journal of Higher Education, 85(1)*, 91-125.

Spotlight Issue/Case: Missouri Case

http://chronicle.com/blogs/ticker/embattled-u-of-missouri-president-resigns-after-mounting-protests-over-racism/106512

https://www.insidehighered.com/news/2015/11/16/experts-consider-what-protests-over-racial-tensions-mean

http://chronicle.com/article/Upheaval-in-Missouri/234130

** *Analytic Essay Three Due*

April 11: NO CLASS--AERA

April 18: The Symbolic Frame: Colleges and Universities as Cultural Systems

Bolman & Deal – Chapters 12

Manning: Chapters 8-9

Bourdieu, P. (1985). The genesis of the concepts of habitus and field. *Socio-criticism, 2*(2), 11-24.

Tierney, W. G. (1988). Organizational Culture in Higher Education. *Journal of Higher Education 59*(1): 2-21.

April 25: The Symbolic Frame: Strategies for Action

Collins, J. C. & J. I. Porras (1996). Building Your Company's Vision. *Harvard Business Review* (September-October): 65-77.

Hartley, M. (2002). *A Call to Purpose: Mission Centered Change at Three Liberal Arts Colleges*. New York, NY. Routledge Falmer. Chapter 2

Neumann, A. (1995). On the making of hard times and good times: The social construction of resource stress. *Journal of Higher Education, 66*(1), 3-31.

Spotlight Topic/Case: The Framing of Guns and Gun Violence on Campus

Birnbaum, R. (2013, Sept/Oct). Ready, Fire, Aim: The College Campus Gun Fight. *Change Magazine.*
http://www.changemag.org/Archives/Back%20Issues/2013/September-October%202013/gun-fight-full.html

** *Analytic Essay Four Due*

May 2: Feminist and Critical Race Organizational Theory and Student Presentations

Manning: Chapter 14-15

Acker, J. (1990). Hierarchies, jobs, bodies: A Theory of gendered organizations. *Gender and Society, 4*(2), 139-158.

Acker, J. (2006). Inequality regimes, gender, class and race in organizations. *Gender and Society, 20*(4), 441-464.

Hart, J. (2007). Creating networks as an activist strategy: Differing approaches among academic feminist organizations. *Journal of the Professoriate, 2*(1), 33-52.

Sule, V. T. (2011). Reconstructing the master's tools: Black female and Latina faculty navigating and contributing in classrooms through oppositional positions. *Equity and Excellence in Education, 44*(2), 169-187.

Holvino, E. (2008). Intersections: The simultaneity of race, gender and class in organization studies. *Gender, Work & Organization*, *17*(3), 248–277.

Lester, J. (2008). Performing Gender in the Workplace: Gender Socialization, Power, and Identity among Women Faculty Members. *Community College Review*, *35*(4), 277–305.

Spotlight Topic: Using Feminist Theory to Define "Fit" in Organizations

May 9: Systems Thinking, New Science and Student Presentations (Last Class)

Manning: Chapter 12-13

Senge, P.M. (1990). *The Fifth Discipline*, Chapter 1, 1-16. New York: Double Day.

Birnbaum, R. (1988). Excerpt from Chapter 8.

Heifetz, R.A. & Laurie, D.L. (1997). The work of leadership. *Harvard Business Review*. 124-134.

Kouzes, J. M. & Posner, B. Z. (2002). What Leaders Do and What Constituents Expect. Pp. 3-39. *The Leadership Challenge*. Jossey-Bass.

Learning Agreements

Classroom Conduct
We understand 3 hours is a long time. Eating and drinking in class is fine. Please feel free to bring a snack (rather than entire meal) to class as long as it is not loud or disruptive to others when eaten. We also understand that several students like to use their laptops to take notes in class. Using a laptop for note taking is acceptable, but **not** for checking email, chatting with a friend, or taking a peek at the New York Times. **It is distracting and disrespectful to instructors and others in class. We will monitor how laptops are being used and ask that students take handwritten notes if they are being used for these other purposes.** Also, please do not text or use your phone during class; doing so will have a negative influence on your participation grade.

Policy on Incomplete Grades
A grade of incomplete requires the instructor's prior approval. We will restrict the grade of Incomplete to documented emergencies. Such emergencies are not based on work commitments; rather students should not take the course if work responsibilities make it clear at the beginning of the course that they will not be able to complete assignments by deadlines.

Course Evaluation
As a member of our academic community, you as a student have a number of important responsibilities. One of these responsibilities is to submit your course evaluations each term through CourseEvalUM in order to help faculty and administrators improve teaching and learning at Maryland. Please watch for the dates the system will open for evaluation of the semester and make a note of the link at which you can access the submission system: https://www.courseevalum.umd.edu/. We greatly appreciate your completing the course evaluations when the email invitation is sent to you.

Inclement Weather
Official closures and delays are announced on the campus website at umd.edu and snow phone line (301-405-SNOW), as well as on local radio and TV stations. If the university is closed we

will not be having class. We will also contact everyone by email to confirm the class is canceled, and to schedule make-up sessions within a few days of the cancelled sessions.

Academic Integrity Statement from Student Honor Council
The University of Maryland, College Park has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. For more information on the Code of Academic Integrity or the Student Honor Council, please visit: http://www.studenthonorcouncil.umd.edu/whatis.html

A general note on plagiarism: When including sentences, paragraphs, or other portion of the work of others in papers or presentations, be sure to cite this work appropriately based on guidelines presented in the *APA Manual* (6th edition). Generally, it is safest to avoid using Control C and Control V when working on your papers and reading resources. It will also help you develop your skills as a writer if you focus on paraphrasing rather than directly quoting sources. Please limit your use of direct quotes to the greatest extent possible, and only use them when you feel like you really could not say the same thing better or differently than the original author(s).

Academic Accommodations for Persons with Disabilities
Both in compliance with and in the spirit of the American with Disabilities Act (ADA), we would like to work with students who have a disability that impacts learning in this class. Students with a documented disability should contact Dr. O'Meara within the first week of the course to discuss appropriate accommodations. The University is responsible for providing appropriate accommodations for students with disabilities, and has services available for both staff and students to help support their ongoing success. Additional information and support is available through Disability Support Services at 301-314-7682 or http://www.inform.umd.edu/dss/.

Religious Observances
The University System of Maryland's policy on "Assignments and Attendance on Dates of Religious Observance" states that students should not be penalized because of observances of their religious beliefs; students shall be given an opportunity, whenever feasible, to make up within a reasonable time any academic assignment that is missed due to individual participation in religious observances. If you have any religious observance that comes into conflict with our time together or your work in this course, please let Dr. O'Meara know so that we can plan accordingly.

Copyright
Course materials that exist in a tangible medium, such as written or recorded lectures, Power Point presentations, handouts and tests, are copyright protected (e.g. O'Meara, 2015). Students may not copy and distribute such materials unless provided the instructor's written permission.

Assignments and Writing Style
All formal writing assignments should be completed following the guidelines for style and citation outlined in the APA manual – evaluation of proper formatting will be included in the grading of all assignments. ***All assignments should be typed in Times New Roman, 12 point font with one inch margins on all sides. Please do not use alternative fonts or sizes, or adjust the margins.***

"Safe Space"
In order to facilitate participation and help all students feel comfortable sharing their thoughts and ideas in the classroom, it is important that we create a respectful, open environment where everyone is valued. It is more than OK to express strong feelings or disagree with classmates ideas, but we ask it is done respectfully. Please be thoughtful about your words and actions, and focus on critiquing ideas rather than an individual's qualities as a person. Also, we ask that when details regarding personal matters arise in discussion, that they do not leave the classroom.

Organization and Administration of Higher Education: EDHI 653

Potential Final Projects

A: Interrupting Bias in Faculty Hiring

Working with the Office of Diversity and Inclusion and ADVANCE Program this team would identify current challenges to faculty hiring for inclusive excellence at the University of Maryland and review best practices in Big 10 peers. The team would weigh the costs, benefits, and recent empirical research on these strategies, making recommendations to be implemented next year.

Tuitt, F.A., Danowitz Sagaria, M., & Turner, C. S. Viernes (2007). Signals and Strategies in Hiring Faculty Of Color. In J.C. Smart (Ed). *Higher education: Handbook of theory and research,* 22, 497-535. Dordrecht, Netherlands: Springer.

The Effect of an Intervention to Break the Gender Bias Habit for Faculty at one Institution: A Cluster Randomized, Controlled Trial
Molly Carnes, Patricia G. Devine, Linda Baier Manwell, Angela Byars-Winston, Eve Fine, Cecilia E. Ford, Patrick Forscher, et al.

Minimizing the Influence of Gender Bias on the Faculty Search Process
Eve Fine, Jennifer Sheridan, Molly Carnes, Jo Handelsman, Christine Pribbenow, Julia Savoy, and Amy Wendt

B. Best Practices for Leadership Development of all Mid-Level Professionals
The University of Maryland ADVANCE program will be implementing a third run of its Leadership fellows program 2016-2017. This team will review program evaluation materials and interview alumni of the program as well as current administrators. They will consider best practices in training of local leadership talent from current empirical research, CIC and nationally recognized leadership development programs. The team will make recommendations to strengthen the curriculum and implementation of this program for 2016-2017.

C. Bias in Student Evaluations
Many studies have shown bias in teaching evaluations by gender and race. Unfortunately, many faculty experiencing bias do not know what to do. Should they address this issue when evaluated? Should they ignore it? What can they do to mitigate bias? Students will review the literature and make recommendations.

Marcotte, A. (2014, December 9). Single-blind, double-gendered study reveals sex bias in student evaluations. *Historiann: History and Sexual Politics 1492-present.*http://www.historiann.com/2014/12/09/single-blind-double-gendered-study-reveals-sex-bias-in-student-evaluations/

Analysis of Reviews on Rate Your Professor.com:
http://www.nytimes.com/2015/02/07/upshot/is-the-professor-bossy-or-brilliant-much-depends-on-gender.html?_r=1&abt=0002&abg=1

D: Bystander no More: Becoming an Ally

Many sexual assault prevention programs have implemented successful bystander training. Such programs plant peers in places where they can make a difference and empower them to intervene in helpful ways when they encounter potentially risky situations. Likewise, a number of ADVANCE programs have created male allies programs to support women faculty in research universities. Male allies are trained in unconscious bias and empowered to act as allies in search committee meetings, department meetings and everyday workplace interactions. This team will become experts on these programs, their costs, benefits and challenges to implementing at the University of Maryland.

> Best Practice Examples: West Virginia University ADVANCE Advocates Group:
> The WVU ADVANCE Advocates Group, which was founded in August 2014, is a network of male faculty working with other male faculty to build, promote and sustain an equitable university for people of all genders.
> http://advance.wvu.edu/wvu_advance_advocates_group

> The University of Michigan Faculty Allies for Diversity in Graduate Education
> http://www.rackham.umich.edu/diversity/allies
> The Faculty Allies for Diversity is a group of faculty members who work within their programs in collaboration with Rackham's diversity initiatives on recruitment, admissions, climate, retention, and completion issues. Faculty Allies to serve as one of the "go to" persons on diversity issues in graduate education in their programs, including serving as a resource to their program's graduate students.

> North Dakota State University FORWARD Advocates and Allies. FORWARD Advocates are faculty men who have a proven record of supporting faculty women in their department, colleges, and the university. Advocates are expected to be active and effective proponents of gender diversity and equality specifically in terms of increasing the number of female faculty, encouraging the hiring and promotion of female faculty in administrative positions, and ensuring the fair and equitable treatment of women within their NDSU units.
> https://www.ndsu.edu/forward/advance_forward_initiatives/forward_advocates_and_allies/

Classroom Engagement Presentations

The goal of these 15 minute presentations is to answer the question posed using several substantive social science studies. Then consider potential applications of the theory to higher education organizations. The readings, TED talks, and reviews of studies are meant to help students get started on the topic.

1. *What is transparency and why is it important for organizational members? What outcomes are facilitated by transparency?* (This topic will be delivered by TA Lindsey Templeton on the first day of class.)

2. *Stress at work: What is good stress—what is bad? What does this suggest for workers and supervisors?*

- Eagan, K. & Garvey, J.C. (2015). Stressing Out: Connecting Race, Gender, and Stress with Faculty Productivity. *Journal of Higher Education, 86(6),* p. 923-954.

- NPR: Stress is Good – In Small Amounts
http://www.npr.org/templates/story/story.php?storyId=3137035
    (4 minutes) "A new study in the July issue of *Psychological Bulletin* examines 30 years' worth of research on the links between health and immunity. Findings suggest short-term stress may boost immunity, but prolonged stress can weaken the body's defenses against disease. NPR's Renee Montagne talks with study co-author Suzanne Segerstrom."

3. *Do we all ask for what we want (negotiate) in the same ways? Why or why not? What can managers do to create level playing fields?*

- http://www.huffingtonpost.com/joan-williams/women-dont-negotiate_b_2593106.html?utm_hp_ref=career--money

- Linda Babcock on women and negotiation and company strategies to level the playing field:
http://wlrh.org/NPR-News/some-companies-fight-pay-gap-eliminating-salary-negotiations

- Leibbrandt, A. & List, J.A. (2012). Do women avoid salary negotiations? Evidence from a large scale natural field experiment. NBER Working Paper No. 18511.
    http://www.nber.org/digest/apr13/w18511.html

- The Confidence Gap – Katty Kay and Claire Shipman
(Includes video with interview by Linda Babcock)
http://www.theatlantic.com/magazine/archive/2014/05/the-confidence-gap/359815/

4. *Who is the "ideal worker"? How are notions of the ideal worker built into how we structure organizations? What problems do notions of ideal workers cause?*

- Questioning the Ideal Worker Norm:
    https://www.youtube.com/watch?v=o2u9pjtIdiQ&spfreload=10

- Perceptions of Brilliance:
  https://www.youtube.com/watch?v=3uGfWl3vmJw&feature=youtu.be
http://m.chronicle.com/article/Disciplines-That-Expect/151217/
http://www.theatlantic.com/magazine/archive/2014/05/the-confidence-gap/359815/

- David Brooks – The Organization Kid
http://www.theatlantic.com/magazine/archive/2001/04/the-organization-kid/302164/

- Sallee, M. W. (2012). The ideal worker or the ideal father: Organizational structures and culture in the gendered university. *Research in Higher Education, 53*(7), 782-802.

5. What conditions at work make people feel things are "fair"?

- Daly, C., & Dee, J. (2006). Greener pastures: Faculty turnover intent in urban public universities. *Journal of Higher Education, 77*(5), 776-803.

6. What is unconscious bias? How does it influence every-day work environments? What can be done to reduce negative consequences of unconscious bias? [this list can be split into 2 topics if 2 students want to cover it]

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http://www.wsj.com/articles/gender-bias-at-work-turns-up-in-feedback-1443600759

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7. How can we (organize) people toward new and preferred outcomes?

- Hidden Factors in Your Brain Help to Shape Beliefs on Income Inequality – Shankar Vedantam
http://www.npr.org/2016/01/05/461997711/hidden-factors-in-brain-help-to-shape-beliefs-on-income-inequality

- Brian Wansink, Dilip Soman, Kenneth Herbst, and Collin Payne (2011),"Partitioned Grocery Carts: How Assortment Allocation Cues Can Increase Fruit and Vegetable Purchases", in NA - Advances in Consumer Research Volume 39, eds. Rohini Ahluwalia, Tanya L. Chartrand, and Rebecca K. Ratner, Duluth, MN : Association for Consumer Research, Pages: 95. http://www.acrwebsite.org/volumes/v39/acr_v39_9532.pdf
NPR Coverage: http://www.npr.org/2015/05/26/409671975/how-partitioned-grocery-carts-can-help-shoppers-buy-healthier-foods

8. How do good leaders shape successful work environments?

- The Power of Small Wins
https://hbr.org/2011/05/the-power-of-small-wins

- Simon Sinek – How Great Leaders Inspire Action
http://www.ted.com/talks/simon_sinek_how_great_leaders_inspire_action?language=en

9. What does new research on learning and organizations suggests motivates us and facilitates productivity?

- Science of Persuasion
https://www.youtube.com/watch?v=cFdCzN7RYbw

- Drive: The Surprising Truth About What Motivates Us – Dan Pink
http://www.ted.com/talks/dan_pink_on_motivation
https://www.youtube.com/watch?v=u6XAPnuFjJc

- TED Talk - The Happy Secret to Better Work: Shawn Achor
https://www.ted.com/talks/shawn_achor_the_happy_secret_to_better_work?language=en

10. How do organizations signal inclusion to their members?

- http://www.npr.org/2015/09/08/438473573/why-are-women-less-likely-to-become-entrepreneurs-than-men

- NPR interview by Kelly McEvers: http://www.npr.org/blogs/health/2014/10/27/358640844/is-leaning-in-the-only-formula-for-womens-success-in-science