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EDHI 653: Organization & Administration in Higher Education
Spring 2015
Thursday 7:00pm- 9:45pm (Edu 1107)

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Instructor	Dr. Alberto F. Cabrera	Co-Instructor	Tykeia N. Robinson
Office	Benjamin Bldg 2205	E-mail	tykeianr@umd.edu
Office Hours	Wednesdays 1:00 – 3:00 PM Thursdays 2:00 - 5:00 PM Click for Appointment	Office Hours	Send e-mail to schedule an appointment
Phone	301-405-2875		
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Texts

Birnbaum, R. (1988). *How colleges work: the cybernetics of academic organization and leadership.* San Francisco: Jossey-Bass.

Bolman, L.G. and Deal, T.E. (2003). *Reframing Organizations: Artistry, Choice, and Leadership, 3rd Edition*. San Francisco: Jossey Bass.

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

Brown II, C. M., Lane, J. E. & Zamani-Gallaher, E. M. (2010). *Organization and governance in Higher Education (6th edition)*. ASHE Readers

Access to Canvas

All course material can be accessed through Canvas. To login go to: http://ng.elms.umd.edu/

Course Description

This is an introductory survey course addressing theories of organization, particularly as they relate to higher education institutions. Students will apply these theories to examine issues of research, faculty, and policy within colleges and universities. Students will be charged with identifying how mission, issues of accountability and other societal forces may impact organizational leadership of the university as a whole as well as within specific units. A variety of leadership frames will be explored, and students will be challenged to identify how connections between theories of organization, leadership, economics and dominance can be applied to critically analyze an organization of their choice. Upon completion of the course, students would have been engaged in a wide variety of activities including presentation, analysis of past and contemporary perspectives on leadership, connecting organizational leadership

theories to their own professional experiences and identifying literature, which contributes to our knowledge of organizational leadership and management outside of that which is provided by the instructors.

Course Objectives

- To become familiar with literature on organizational theory both inside and outside the field of higher education (e.g. business, political science).
- To identify the main theories being used as frameworks of reference in higher education research.
- To advance students' understanding and ability to apply organizational theory in examining institutional problems and situations.
- To be able to draw connections between theories of organizational leadership and professional practice.
- To become familiar with current practical issues in higher education administration.

Course Requirements

There are four major requirements for this class.

1. ***Class Participation (10 %).*** You are expected to be actively involved in the class. You are expected to participate in and lead class discussions in a manner that demonstrates thoughtful reflection and understanding of the subject matter as well as respect for your colleagues in the class. Each student would be responsible for leading group discussions for a particular topic. In addition to required readings listed in the course syllabus, students would be given additional readings thorough the semester.

2. *Assignment #1 (15%).* Identifying a key position & interviewing a job incumbent. This assignment consists of a short report (4-5 pages) in which you identify a position you want to hold in 10-years time and secure as much information about the nature of the job as possible. Your report should briefly explain why you want to secure this position. This report should also document the results of an interview with a jobholder for the position you want to secure in the future. In so doing, your report should note the critical career path your incumbent followed in attaining the position you aspire to. Make certain you report documents the steps and actions your interviewee followed to become qualified for this position. Clearly note the skills, knowledge and experience needed to hold the position as well. Your report should also note some critical aspects your interviewee faces in her/his job while noting what organizational perspectives that could be used to understand how your interviewed coped successfully with those critical incidents. Use pseudonymous to protect the identity of the interviewee and employing organization. Guidelines are posted in Canvas. This assignment is worth 15 points and is due **February 19.**

3. *Assignment #2 (15%).* This assignment calls for a short report (4-5 pages) made up of three sections. 1) *Career goal statement.* This section consists of a short statement of your career goals including both short- and long- term objectives to attain your "ideal"

position you want to have in 10-years time. 2) Self-analysis of strengths and weaknesses. This section consists of your self-assessment of your current inventory of skills against those required to pursue your chosen career. 3) Strategic action plan. This section should identify the actions you see are needed to achieve your career goal. In other words, this section should clearly lay down the strategic steps you need to undertake to narrow the "gap" between your current skills level and those required to successfully achieve your career goal. This assignment is **due March 26**.

4. *Assignment # 3 (20%).* This assignment calls for developing an annotated bibliography of 8-10 articles. This assignment should contribute to expanding your knowledge on organizational literature, while allowing you to obtain additional information related to the "problem" under study for your term paper. The articles to be summarized should have been published in a top refereed journal. No more than 10 articles and no less than 8 articles are to be summarized. The annotated bibliography is **due March 12.**

5. *Term paper (40%).* The term paper will examine a problem an organization faces using a variety of leadership frames. The paper should address the following: a) description of the organization, b) identification of the problem, c) literature review on effective leadership applicable to the topic under consideration, d) description of how the organization under study incorporates a variety of multiple leadership frames, e) analysis of the problem thru the leadership frame best suited to examine the problem under consideration, and f) recommendations. In developing this paper students should also consider a number of questions including, but not limited to: How is the organization structured and managed? What is the impact of the environment on this organization? What are the power relationships within and outside the organization? What is the organizational culture and climate like in this organization? What types of leadership approaches are used? How effective are these leadership approaches? What leadership approach or approaches would be more appropriate?

   - Students will submit a draft for peer review **April 9**.
   - Oral presentations start on **April 30** and end on **May 07**.
   - Term paper is due **May 07.**

Important notes:

- All assignments should be submitted electronically through Canvas.
- Special accommodations for students with disabilities and/or special learning needs are available upon request.
- It is your responsibility to inform us before class if you will not be able to attend, be late, or will need to leave early.
- All assignments must be typed, double spaced, with one-inch margins, and in 12-pt. font. Please use APA style for references and formatting. You can find these guidelines in the Publication Manual for the American Psychological Association. If you do not own this book, it should be available in most libraries. Purdue's Online Writing Lab web site is another excellent source for using APA style.

- Unprejudiced reviews are available to complete and well-edited manuscripts turned in at least 2 weeks before the due date.
- A penalty of 10% will be applied to all assignments turned in after the deadline.

Grading Criteria

Each written assignment will be graded on the following criteria:

- Organization, Logic, & Development of Ideas
- Writing Clarity & Quality
- Soundness of Analysis
- Relevance & Quality of Literature Review
- Thoughtful Discussion of Implications to Policy & Practice
- Accurate Formatting and Referencing using APA Style
- Well-Reasoned Justification of Topic Choice (Final Term Paper Only)

Assignment	% Of Grade	Due Date
Class Participation	10	Every Class
Assignment # 1	15	Due February 19
Assignment # 2	15	Due March 26
Assignment # 3	20	Due March 12
Assignment # 4 Oral reports	20	Due April 30 & May 07
Assignment # 4 Term paper	20	Due May 07
Total	100	

Grading Scale

99-100 A+	87-89 B+	76 -79 C+	64-67 D+
94-98 A	84-86 B	72 -75 C	60-63 D
90-93 A-	80-83 B-	68-71 C-	< 60 F

Other Course Policies

Absence Due to Religious Holidays or Academic Conferences

You will not be penalized because of your religious beliefs and observances. Whenever possible, you will be given reasonable time to make up any academic assignment that is missed due to a religious obligation or observance. Please inform us of any conflicts between the course schedule and religious observances as soon as possible so that appropriate arrangements may be made. This is the case for participation in academic conferences as well. We are aware of when most academic conferences are and have tried to make sure that assignments do not conflict with those dates. However, should there be a conflict please let me know as soon as possible so that we can make other arrangements.

Inclement Weather

Official closures and delays are announced on the university Web site (www.umd.edu) and on the snow phone line, 301-405-SNOW (7669).

Academic Integrity

Academic dishonesty, including cheating, plagiarism, and fabrication will not be tolerated and will be reported to the University. Additional information on the Code of Academic Integrity is available on the web at: http://www.shc.umd.edu/code.html.

Students with Disabilities

 If you have a documented disability or any other special need and wish to discuss academic accommodations, please contact me as soon as possible. The University is obligated, whenever possible, to provide appropriate accommodations for students with disabilities. Students who have questions about their rights or accommodations may contact the Disability Support Service at 301-314-7682 or http://counseling.umd.edu/DSS/. Disability Support Services is located in Shoemaker 0126.

Course Contingency Plan

Should an emergency arise that closes the University for an extended period of time, I will be in contact, if possible, with additional instructions. Assignment due dates and readings may be altered depending on the length of time class might be canceled.

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/

Week	Topic	Readings
Week 1 – January 29	*Course overview and introduction*	**Required Readings** (Priority) Birnbaum. Chapter 1. (Priority) Kezar, Preface, Chapters 1 & 2. In particular examine Table 2.1 in pages 22 & 23. ASHE READER. Birnbaum. The Life Cycle of Management Fads. 482-491 ASHE READER. Saint John. Foreword to the Sixth Edition p. xiv-xvi
Week 2 – February 5	*College and Universities as Organizations*	**Required Readings** (Priority) Bolman & Deal. Chapter 1. (Priority) Kezar, pp. 45-54 Peterson, M. W. (2008). The study of colleges and universities as organizations. In Gumport, P. (Ed.) Sociology of Higher Education (p. 147-186). Baltimore, MD: Johns Hopkins University Press. *(Available in Canvas)* Winston, G. (2001). Is Princeton acting like a Church or a car dealer? Chronicle of Higher Education. (*Available in Canvas*) **Recommended Reading** ASHE READER. Central Perspectives and Debates in Organization Theory. 13-35 Cameron, K. S. (1981). Domains of Organizational Effectiveness in Colleges and Universities. *Academy of Management Journal*, *24*(1), 25–47. doi:10.2307/255822 Kezar, Adrianna, & Dee, JayR. (2011). Conducting Multi-paradigm Inquiry in the Study of Higher Education Organization and Governance: Transforming Research Perspectives on Colleges and Universities. In J. C. Smart & M. B. Paulsen (Eds.), *Higher Education: Handbook of Theory and Research*, 26, pp. 265-315. Springer Netherlands. *(Available in Canvas)* Kezar, A. (2001). *Understanding and facilitating organizational change in the 21st Century: Recent research and conceptualizations.* Washington, D.C.: ASHE-ERIC Higher Education Reports.

Week 3 – February 12	*Bureaucratic and Mechanical Perspectives*	**Required Readings** (Priority) Bolman & Deal. Chapters 3-4. (Priority) Birnbaum. Chapter 5. (Priority) Kezar pp. 110-118 ASHE Reader. The Professional Bureaucracy. Henry Mintzberg
Week 4 – February 19	*Collegial and Human Resources Perspectives*	**Required Readings** (Priority) Bolman & Deal. Chapters 6 & 8. (Priority) Birnbaum. Chapter 4. (Priority) Kezar pp. 118-129 Hagedorn, L. S. (2000). Conceptualizing faculty job satisfaction: Components, theories, and outcomes. New Directionsfor Institutional Research, 105, 5–20. *(Available in Canvas)* Bozeman, B. & Gaughan, M. (2011) Job Satisfaction among University Faculty: Individual, Work, and Institutional Determinants. (2011). Journal of Higher Education, 82(2), 154-186. (*Available in Canvas*) **Recommended Readings** ASHE Higher Education Report on Partnerships and Collaborations *(Available in Canvas)*

Week 5 – February 26	*Political Perspective & Systemic Perspective*	**Required Readings**

Required Readings

(Priority) Bolman & Deal. Chapters 9 &11.

(Priority) Birnbaum Chapter 2

Kezar, Chapter 5

Bozeman, B., Fay, D., & Gaughan, M. (2012). Power to Do…What? Department Heads' Decision Autonomy and Strategic Priorities. Research in Higher Education. doi:10.1007/s11162-012-9270- *(Available in Canvas)*

Recommended Readings

ASHE READER Interests, Information, and Incentives in Higher Education: Principal-Agent Theory and Its Potential Applications to the Study of Higher Education Governance 759-787

Birnbaum. Chapters 8

ASHE READER The political Context of Higher Education. 713-736

ASHE READER The Bases and Use of Power in Organizational Decision Making: The Case of a University. 36-53

Julius, D. J., Baldridge, J. V. & Pfeffer, J. (1999). A memo from Machiavelli. The Journal of Higher Education, 70(2), pp. 113-133.

Kezar, A. (2005) What campuses need to know about organizational learning and the learning organization. *New Directions for Higher Education, 131* p. 7-22. *(Available in Canvas)*

Kezar, A. (2005) What do we mean by "learning" in the context of higher education? *New Directions for Higher Education*, 131, p. 49-59. *(Available in Canvas)*

ASHE Reader (5th Edition). Cameron, K.S. Organizational Adaptation and Higher Education pp. 273 – 286. *(Available in Canvas)*

| Week 6 – March 05 | *Symbolic and Cultural Perspectives* | **Required Readings**
(Priority) Bolman & Deal. Chapter 12-13.

(Priority) Birnbaum. Chapter 3.

(Priority) Kezar Chapter 5

Recommended Readings
ASHE READER Tierney. Organizational Culture in Higher Education: Defining the Essentials 328 – 339

Bolman & Deal. Chapter 14.

ASHE READER Kezar & Eckel. The effect of Institutional Culture on Change Strategies in Higher Education: Universal principles or Culturally Responsive Concepts? 278 – 294

ASHE READER Tierney. Symbolism and Presidential Perceptions of Leadership 380-388

Harris, M., & Hartley, M. (2011). Witch-hunting at Crucible University: the Power and Peril of Competing organizational Ideologies. The Journal of Higher Education, 82(6). *(Available in Canvas)* |

| Week 7 – March 12 | *Institutional Goals and Strategic Planning* | **Required Readings**

(Priority) Kezar Chapter 4

ASHE READER. The applicability of Institutional Goals to The University Organization. pp. 492-501

ASHE READER Mintzberg. The Fall and Rise of Strategic Planning. pp.443- 450

Dooris, M. J., Kelley, J. M., & Trainer, J. F. (2002). Strategic Planning in Higher Education. *New Directions for Higher Education*, (116), 5–11. *(Available in Canvas)*

Scott, J.C. (2006) The Mission of the University: Medieval to Postmodern Transformations. *The Journal of Higher Education, 77(1), 1-39. (Available in Canvas)*

Recommended Readings
Spee, a. P., & Jarzabkowski, P. (2011). Strategic planning as communicative process. Organization Studies, 32(9), 1217–1245. doi:10.1177/0170840611411387 *(Available in Canvas)*

Wilson, J. L., Meyer, K. a., & McNeal, L. (2011). Mission and Diversity Statements: What They Do and Do Not Say. Innovative Higher Education, 37(2), 125–139. doi:10.1007/s10755-011-9194-8 *(Available in Canvas)*

Fugazzotto, S. J. (2009). Mission Statements, Physical Space, and Strategy in Higher Education. Innovative Higher Education, 34(5), 285–298. doi:10.1007/s10755-009-9118-z *(Available in Canvas)*

Tentative Guest Speaker
Elizabeth Beise - Associate Provost for Academic Planning & Programs - UMD |
| Week 8– March 19 | *Spring Break* | |

Week 9 – March 26	*Leadership*	**Required Readings** (Priority) Bolman & Deal. Chapters 15 & 17. (Priority) Kezar. Chapter 6 ASHE READER. Tierney. Symbolism and Presidential Perceptions of Leadership. pp. 380-388 ASHE Report on Leadership. Paradigms and Theories of Leadership *(Available in Canvas)* **Recommended Readings** Kezar, A. (2006). Bottom-Up / Top-Down Leadership : Contradiction or Hidden Phenomenon. *The Journal of Higher Education*, *83*(5). *(Available in Canvas)* Kezar, A. (2000). Pluralistic leadership: Incorporating diverse voices. *Journal of Higher Education, 71(6), 722-743*. **Guest Speaker** Dr. Belinda Huang - Alumni
Week 10 – April 02	*Accountability & Accreditation*	**Required Readings** (Priority) Kezar, Chapter 1; in particular pp.7-9; Chapter 5 pp. 86-92. ASHE READER Trow. Trust, Markets, and Accountability in Higher Education: A Comparative Perspective. pp. 643-655 Volkwein, J. F. (2010). The Assessment Context: Accreditation, Accountability, and Performance, 3–12. doi:10.1002/ir *(Available in Canvas)* Appendix C : State Higher Education Boards. (2002). Ensuring Quality and Productivity in Higher Education (pp. 115–122). *(Available in Canvas)* **Recommended Readings** Brittingham, B. (2009). Accreditation in the United States: How did we get to where we are? New Directions for Higher Education, 2009(145), 7–27. doi:10.1002/he.331 *(Available in Canvas)* Eaton, J. S. (2008). Accreditation in the United States. New Directions for Higher Education, (145), 79–86. doi:10.1002/he *(Available in Canvas)*

Week 11 – April 09	*Student Learning Assessment*	**Required Readings** (Priority) Kezar, Chapter 1in particular pp.13-17. MSCHE (2009). Becoming Accredited. Handbook for Applicants & Candidates for Accreditation. *(Available in Canvas)* **Read Standards 7 and 14** Banta, T. W., Pike, G. R., & Hansen, M. J. (2009). The Use of Engagement Data in Accreditation, Planning, and Assessment. New Directions for Institutional Research, (141), 21–34. Doi:10.1002/ir *(Available in Canvas)* Campbell, C. M., & Cabrera, A. F. (2011). How Sound Is NSSE?: Investigating the Psychometric Properties of NSSE at a Public, Research-Extensive Institution. The Review of Higher Education, 35(1), 77–103. Doi:10.1353/rhe.2011.0035 *(Available in Canvas)* Bers, T.H. (2008) The Role of Institutional Assessment in Assessing Student Learning Outcomes. *New Directions for Higher Education, 141. (Available in Canvas)* **Recommended Reading** Webber, K. L. (2011). The Use of Learner-Centered Assessment in US Colleges and Universities. Research in Higher Education, 53(2), 201–228. Doi:10.1007/s11162-011-9245-0*(Available in Canvas)* MSCHE. (2007). Student Learning Assessment. Options and Resources. Philadelphia, PA. Retrieved from www.msche.org *(Available in Canvas)* **Guest Speaker** • Sharon La Voy, Associate Vice President – IRPA office, UMD
Week 12 – April 16		**No Class – AERA annual meeting**

Week 13 – April 23	*Institutional Research*	**Required Reading** (Priority) Kezar, Chapter 5 pp. 85-107 Volkwein, J. F. (2008). The Foundations and Evolution of Institutional Research, (141), 5–20. Doi:10.1002/he *(Available in Canvas)* Seymour, D., Kelley, J. M., & Jasinski, J. (2004). Linking planning, quality improvement, and institutional research. New Directions for Institutional Research, 2004(123), 49–56. Doi:10.1002/ir.119 *(Available in Canvas)* Terenzini, P. T. (in press). "On the Nature of Institutional Research" Revisited: Plus ça Change… ? *Research in Higher Education*. doi:10.1007/s11162-012-9274-3119 *(Available in Canvas)* **Recommended Reading** Delaney, A. M. (2008). Typical Institutional Research Studies on Students: Perspective and Examples, (141), 57–68. Doi:10.1002/he *(Available in Canvas)* Dill, D.D. (1999) Academic accountability and university adaptation: The architecture of an academic learning organization. *Higher Education 38*, p. 127–154. *(Available in Canvas)* Guest Speaker Sean Simone - Associate Research Scientist - Postsecondary, Adult, and Career Education Division-NCES
Week 14- April 30		Student Presentations
Week 15 – May 07		Student presentations Paper due