EDHE 6710 - 020 (Online)
Organization and Administration of Higher Education
Fall 2018

Instructor Information:
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(he/him/his)
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Catalog Course Description: Examination of the theoretical principles of organizational behavior, leadership and institutional culture applied to a functional examination of administrative roles in higher education.

Assigned Texts:
Sixteen journal articles as noted in the syllabus.

Class Meetings: Online (UNT Canvas)
Office hours: Tuesdays, 3:00 pm – 5:00 pm
Wednesdays, 2:00 pm – 4:00 pm
And by appointment

Course Objectives:
1. To analyze and critique contemporary theories interpreting organizational behavior in higher education.
2. To understand and explain the major cultural models of higher educational institutions and their implications for leadership.
3. To analyze the role of leaders and institutional context in accomplishing organizational change.
4. To develop writing, discussion, and presentation skills as appropriate to graduate study and professional practice.
Course Procedures:
The course will be delivered online in a module format. Each module will extend over a two week period - although I may expand or contract this time period as needed. The projected calendar for the modules is provided below. Modules will not open up until the assigned calendar date but, will then remain open for the duration of the semester. A critical component of the course is your interaction with me and other students, therefore, the course is not organized for individual paced content and assessment. I expect you to be logging into the course shell at least three times each week.

Grading and Evaluation:
Your grade for this course will be based on your performance on the assignments listed below. Also, although assignment grades will be given in terms of points (e.g. 45 out of 50), please remember we are using a 100 point scale for the course. So, at the end of the course, 90 to 100 points will be an A; 80 to 89 points will be a B, 70 to 79 points will be a C. Please consult the 2017-18 Toulouse Graduate School Catalog for the kind of work associated with each letter grade (e.g., A = excellent, B = good, C = fair, etc.) for assignments and for the final course grade. Here are the point allocations for the assignments:

20 points – Two Presentations of the Readings (10 points each)
40 points – Literature Review Paper
20 points – Issues Memo
20 points – Class Participation
100 points – TOTAL

Learning Activities and Assessment:
A. Two Presentations of the Readings (20 points total – 10 points each): Each student must make two written presentations based on our readings. The first will be from one of the assigned articles or book chapters. The second will be from the Birnbaum or Bolman & Deal books. Each presentation must be supported by a three-page paper (double spaced, not including title page or references) provided to the class (in Canvas) the day after the module opens. Each of these papers must be organized in the following manner:

1. The author's purpose.
2. The strategy used by the author(s) to accomplish the purpose.
3. The conclusions reached by the author(s).
4. Your summary of the reading.
5. Your critical assessment of the text.
I will make the assignments for these presentations and post them in Canvas in an announcement by September 4, 2018, but you may e-mail me now at Cliff.harbour@unt.edu with your preferences for dates and readings. When I make these assignments, I will also tell you when and where you need to post your presentation. (This will be in one of our discussion threads.)

After you post your written presentation, I will post two questions in the appropriate discussion thread and you will be the facilitator for that specific thread. I will serve as your co-facilitator. But, you will need to acknowledge replies by your classmates and respond to their observations, questions, and musings about the topic. Half of your grade for each presentation (10 points each and 20 points total) will be based on the quality and accuracy of your written presentation and half will be based on the quality and timeliness of your online facilitation in the discussion thread.

B. Literature Review Paper (40 points): Each student must complete and send me a 15 to 18 page literature review paper. Each student must select a theme regarding higher education organization and administration and prepare a professional paper analyzing and interpreting this theme as reported in relevant scholarly literature. The paper should not involve data collection or data analysis. A two-page proposal (double spaced and with anticipated references) must be posted to the Student Submissions Module by September 24, 2018. Your discussion in the paper must be supported by a review of at least six peer reviewed journal articles. Three of these must be assigned for this course. Three must be from peer reviewed journals addressing higher education topics. I suggest that you use the Academic Search Complete database to search for and then select these last three articles.

Your paper, double spaced and excluding title page, abstract, and references, should be no less than 15 pages and no more than 18 pages in length. The paper must comply with all requirements presented in the APA’s Publication Manual 6th edition. The paper must be e-mailed to me at Cliff.Harbour@unt.edu as a Word doc attachment by November 12, 2018.

The paper must be organized in the following manner:

Introduction: Describe the purpose, scope, and strategy of your paper (1 to 2 pages).

Review of the literature: Use at least six journal articles (as qualified above) to place your issue in the context of reported empirical studies, conceptual analyses, and practitioner reports (7 to 10 pages).

Interpretation: Present your interpretation of the theme you are addressing as discussed in the reviewed literature. Also, explain what insights you gained regarding your topic (3 to 4 pages).

Conclusion: Summarize the paper and offer recommendations for research and/or practice (1 to 2 pages).

The purpose of the Literature Review Paper is to provide you with an opportunity to study scholarly publications on a higher education organization and administration topic important to you and then critically review them in a sequence or order that highlights and compares the contributions of each publication.

C. Issues Memo (20 points): Each student must complete an Issues Memo in which you interview a higher education administrator and invite them to describe a major challenge in which they needed to lead a unit in developing or implementing a solution to a problem. Your task is understand the leader, their challenge, and then assess the degree to which they used Bolman and Deal’s four frame
theory. The Issues Memo must be double-spaced, at least 7 pages in length (excluding title page and references), and must be organized in the following manner:

1. Your general description of the problem - placed in the context of higher education organization and administration (1/2 page).

2. Your detailed account of the problem or issue and the administrator's response (4 pages).

3. Your analysis of the administrator's response in view of Bolman and Deal's four frame theory (2 pages).

4. Your conclusions on the administrator's actions in view of their responsibilities and the four frame theory (1/2 page).

You must use pseudonyms to identify your leader and their department, college and institution. Additional written instructions will be provided in our course shell. The Issues Memo must be submitted to me by December 7, 2018 as a Word doc attachment e-mailed to Cliff.Harbour@unt.edu

D. Class Participation (20 points). Each student must participate in each module as assigned by me. In some modules you will need to participate in both Part A and part B. In others you will only need to participate in one Part - Part A or Part B. Please read the instructions in each module so you know what you need to do and when! You must participate in every module - with this important exception - everyone gets one free unexcused absence for one (and no more than one) module. However, you cannot use this unexcused absence for a module if you are assigned to present in it. Two or more unexcused absences will result in assigning a grade of 0 points for participation. If a student is absent for more than one module, he or she must schedule a meeting (in person or telephone conference) with me. For further information on the UNT Attendance Policy and guidelines for excused absences, student should consult the policy at: http://www.unt.edu/policy (see 6.039).

Very important: In order to earn your participation points, your participation in discussion threads must be timely and substantive. Your participation in a module must occur during the assigned period for that module. Late postings (after the assigned period but while the module is open), will not count towards participation. You do not need to make extensive comments to earn the participation points but they must be meaningful and not simply a greeting or restatement of what others have said. The goal for participation is not perfection - its participation. Still,... you need to... Think. Discuss. Be engaged. Timeliness and quality will be the touchstones used in assessing participation as reflected in your postings in the discussion threads. Very important: I will not provide an assessment of your participation until the end of the course so you have the responsibility of ensuring that your participation is thoughtful in every module. The purpose of this activity is to promote growth in your understanding of higher education budgeting and finance through engagement with course materials and colleagues.

Late Work. Unless excused for medical or other reasons approved by the Instructor, any assignment turned in late will receive a reduction of 10% for every day it is late.

TURNITIN NOTICE: Students may be required to submit written assignments for this class to Turnitin, a web-based plagiarism detection service. Before submitting your paper to Turnitin, please remove your title page and other personal information. (Instructions regarding using Turnitin will be covered in class)
**Academic Integrity & Academic Misconduct**

Academic Integrity is defined in the UNT Policy on Student Standards for Academic Integrity. Academic Dishonesty includes cheating, plagiarism, forgery, fabrication, facilitating academic dishonesty, and sabotage. Any suspected case of Academic Dishonesty will be handled in accordance with University policy and procedures. Possible academic penalties range from a verbal or written admonition to a grade of “F” in the course. Further sanctions may apply to incidents involving major violations. The policy and procedures are available at: [http://vpaa.unt.edu/academic-integrity.htm](http://vpaa.unt.edu/academic-integrity.htm)

**Eagle Connect**

All UNT students should activate and regularly check their EagleConnect (e-mail) account. EagleConnect is used for official communication from the University to students. Many important announcements for the University and College are sent to students via EagleConnect. For information about EagleConnect, including how to activate an account and how to have EagleConnect forwarded to another e-mail address, visit [https://eagleconnect.unt.edu](https://eagleconnect.unt.edu). This is the main electronic contact for all course-related information and/or material.

**Student Perceptions of Teaching (SPOT)**

Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13 and 14 of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" ([no-reply@iasystem.org](mailto:no-reply@iasystem.org)) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey they will receive a confirmation email that the survey has been submitted. For additional information, please visit the spot website at [www.spot.unt.edu](http://www.spot.unt.edu) or email spot@unt.edu.

**Equity and Diversity**

As stated by the UNT Division of Institutional Equity and Diversity Resources [https://edo.unt.edu/division-institutional-equity-diversity-resources](https://edo.unt.edu/division-institutional-equity-diversity-resources) at UNT, we are committed to the elimination of discrimination and harassment. UNT is also committed to institutionalizing the concepts of access, a positive campus climate, compliance (with relevant federal and state laws), cultural competency, cultural humility, diversity, equal opportunity, equity, inclusion, and inclusive excellence. In particular, please note that class rosters are provided to instructors with your legal name but without an identification of your gender. Because not all students use the name or sex/gender assigned at birth, I am happy to use the name and pronouns you use. We will take time during our first class to do introductions at which time you can share with all members of our learning community what name and pronouns you use. Additionally, if these change at any point during the semester, please let me know and we can develop a way to share this information with others in a way that is comfortable and safe for you.
Acceptable Student Behavior

Student behavior that interferes with an instructor’s ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Center for Student Rights and Responsibilities to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at www.deanofstudents.unt.edu

Emergency Notifications and Procedures

UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Blackboard for contingency plans for covering course materials.

Observation of Religious Holy Days

If you plan to observe a religious holy day that coincides with a class day, please notify me as soon as possible.

Retention of Student Records

Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about students’ records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University’s policy.

Sexual Discrimination, Harassment, & Assault

UNT is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these acts of aggression, please know that you are not alone. The federal Title IX law makes it clear that violence and harassment based on sex and gender are Civil Rights offenses. UNT has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

UNT’s Dean of Students’ website offers a range of on-campus and off-campus resources to help support survivors, depending on their unique needs: http://deanofstudents.unt.edu/resources. Renee LeClaire McNamara is UNT’s Student Advocate and she can be reached through e-mail at SurvivorAdvocate@unt.edu or by calling the Dean of Students’ office at 940-565-2648. You are not alone. We are here to help.
Disability Accommodation

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Office of Disability Accommodation website at http://www.unt.edu/oda. You may also contact them by phone at 940.565.4323.

Updates and Revisions: When necessary to accomplish the objectives of the course and the goals of the Higher Education Program, changes to this syllabus may be necessary. Written advance notice will be provided if this is necessary.

Tentative Course Sequence and Schedule:

Start Here Module - Please read the text and complete the Introductory posting assignment. (August 27 - September 2)

After you have worked through the Start Here Module and reviewed this Syllabus carefully... please turn to Module 1. It will open on September 3 and then stay open through Finals Week.

Module 1 (September 3 - September 16)
Introduction and Core Concepts

Readings and other Media:

Birnbaum, Chapter 1 Problems of Governance,
Birnbaum, Chapter 2, Thinking in Systems and Circles
Birnbaum, Chapter 3 Making Decisions and Making Sense


Module 2 (September 17 - 30)
Theoretical Models of the College and University (Part I.)
Readings and other Media:
Birnbaum, Chapter 4 The Collegial Institution
Birnbaum, Chapter 5 The Bureaucratic Institution

Module 3 (October 1 - October 14)
Theoretical Models of the College and University (Part II.)
Readings and Other Media
Birnbaum, Chapter 6 The Political Institution
Birnbaum, Chapter 7: The Anarchical Institution
Birnbaum, Chapter 8 The Cybernetic Institution
Birnbaum, Chapter 9 Effective Administration and Leadership

Module 4 (October 15 - 28)
The Neoliberal Era: Implications for Organization and Administration
Readings and Other Media


**Module 5 (October 29 - November 11)**

A Vision for the Future: Implications for Organization and Administration

Readings and Other Media


**Module 6 (November 12 - November 25)**

Bolman and Deal - Part I

Readings and Other Media

Bolman & Deal: Chapter 1: Introduction

Bolman & Deal: Chapter 2: Simple Ideas, Complex Organizations

Bolman & Deal: Chapter 3: Getting Organized

Bolman & Deal: Chapter 4: Structure and Restructuring
Bolman & Deal: Chapter 5: Organizing Groups and Teams
Bolman & Deal: Chapter 6: People and Organizations
Bolman & Deal: Chapter 7: Improving Human Resource Management
Bolman & Deal: Chapter 8: Interpersonal and Group Dynamics

Module 7 (November 26 - December 9)

Bolman and Deal - Part II

Readings and Other Media

Bolman & Deal: Chapter 9: Power, Conflict, and Coalition
Bolman & Deal: Chapter 10: The Manager as Politician
Bolman & Deal: Chapter 11: Organizations as Political Arenas and Political Agents
Bolman & Deal: Chapter 12: Organizational Symbols and Culture
Bolman & Deal: Chapter 13: Culture in Action
Bolman & Deal: Chapter 14: Organization as Theatre

August 26, 2018