

EDHE 6710
Organization and Administration of Higher Education
Tuesdays, 4.00-6.50 pm
Mean Green Village #B131
Fall 2013

About the instructor

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Office hours: Tuesdays, 1.00 pm – 4.00 pm
Wednesdays, 2.30 pm – 5.30 pm

Although I am in my office almost every weekday, I often have meetings scheduled during these times. I therefore strongly suggest that you email me to make an appointment before coming to my office. Simply write to me at one of the two addresses posted above, noting the days and times at which you are available to meet. I generally reply to email within 24 hours, and often even sooner.

Course objectives

This course is designed as part of a sequence of classes intended to prepare you for work in higher education as a scholar-practitioner. Professionals both demonstrate mastery of abstract knowledge and undergo socialization into the norms of a community of practice. To that end, this course has two complementary objectives.

First, this class will familiarize you with basic principles of organizational theory and with current issues of higher education administration. Every administrative professional needs an understanding of organizational theory because everyone in higher education works in a large, complex organization. I seek to present core concepts in a way that they may be applied readily to educational practice. I will give special attention to the ways in which these topics touch upon other core issues in higher education – such as finance, state and federal policy, and student affairs administration – in an effort to integrate this course’s content with the other classes you will take while at UNT.

Second, this course will help you to develop the range of skills that characterize advanced scholar-practitioners in higher education. Necessary skills include the ability to write clear scholarly prose, and to present academic content orally. Course assignments will be graded accordingly. If you do not possess a copy of a “style guide” to writing, I highly recommend purchasing and familiarizing yourself with one. I remain partial to Strunk and White’s *Elements of Style*, but any of a number of guides can help you to improve your writing.

In addition, scholar-practitioners must be able to read and comprehend a variety of sources, including books, policy reports, and peer-reviewed journal articles. This will involve some familiarity with qualitative and quantitative research methods. If you do not possess this familiarity, simply do your best with course readings and raise relevant questions in class. You are responsible for learning all materials presented in the course, so please ask questions that you have so that you can hone your skills as a reader of academic content.

Assignments

1. Case study paper: students will write a 5-page paper in response to case study at mid-term. In their response, students should clearly state the case's central problem, and should propose at least two administrative solutions to this problem. Each of these solutions should draw on a different theoretical approach to higher education organizations (among those covered in unit two). 30% of final grade.
2. Student paper presentations: Students will present preliminary versions of their final papers (below) in weeks fourteen and fifteen. 15% of final grade.
3. Final paper: Students will write 8-10 page papers consisting of three parts. Each of the three sections should constitute approximately one-third of the paper.
 - a. First, the student will provide a write-up of a case study gleaned from primary (e.g., institutional website) and secondary (e.g., *Inside Higher Ed*) sources.
 - b. Second, the student will analyze the case in light of at least one of the major theoretical perspectives discussed in unit one.
 - c. Third, the student will provide recommendations to campus or system leaders in light of readings presented in unit two.

Students should utilize relevant external readings to illuminate their arguments. 40% of final grade.

4. Class participation: **Attendance at all course sessions is required.** In accordance with Texas state law, absences on religious holy days will be considered excused. Students must complete assignments within a reasonable time frame after the absence at no penalty to their grade. I request that you let me know at your earliest convenience if you will be observing a religious holy day at a time during which we have scheduled a course meeting. If you must miss a course meeting for any other reason, please notify the instructor immediately. In addition to attendance, participation consists of these two components:
 - a. Students are required to complete all readings and to be prepared to participate in small group activities. Please note that "participation" does not necessarily require speaking, and certainly does not indicate speaking out of turn or talking over classmates.
 - b. Once per semester, each student is required to present a relevant article from *The Chronicle of Higher Education* or *Inside Higher Ed*. This informal presentation should last no more than 10 minutes, in which the student will discuss the article in light of course readings and his/her own administrative experience.

15% of final grade.

Grades and evaluation

A course grade of “A” (90-100) indicates exemplary work. A “B” (80-89) denotes work that meets expectations of graduate-level work. A “C” (70-79) is assigned to work that does not meet expectations of graduate student performance. Grades of “D” (65-69) and “F” (<65) are assigned when work is unacceptable.

Late assignments

Assignments are due at the dates and times specified in the syllabus. Late work will be penalized one plus or minus for each day that it is late.

Course readings

There is one required text for this course:

Birnbaum, R. (1988). *How colleges work*. San Francisco: Jossey-Bass.

In weekly assignments, I will refer to this text as “Birnbaum.”

In addition to this text, we will read from a variety of book chapters, peer-reviewed journal articles, and policy reports. Book chapters will be made available to you through an electronic course reserve. This reserve is offered as a convenient way to access materials available through the UNT library, and its contents are intended only for educational “fair use” within copyright provisions (ie., you are not to distribute these documents to others).

Find the course reserve by clicking the “course reserve” link on the UNT library’s main page. You then can search for this class using the course number found at the top of this syllabus. The password for this reserve is “organization” (case-sensitive). You must not share this password with others outside the class. Further, library staff will not be able to provide the password to you should you lose it. Please ask a classmate or request a duplicate copy of the syllabus.

Peer-reviewed journal articles are also available through the UNT library. They are not part of the electronic reserve because you can find them easily using the citation information found in this syllabus.

Finally, policy reports are available publicly through the body that published these documents. A simple google search using information in the citation should take you to the items that you will need to read.

Academic Integrity

All incidents of academic dishonesty will be reported to the Academic Integrity Office within the Office of the Provost. For any act of academic dishonesty, the instructor may impose a sanction from a warning up to and including an “F” in the course. Further and more stringent sanctions may be imposed from the Provost’s Office.

As discussed in the UNT Graduate Catalog (www.unt.edu/catalog/grad):

A strong university is built upon the academic integrity of its members. As an intellectual enterprise, it is dependent upon trust, honesty, and the exchange of ideas in a manner that gives full credit and context to the sources of those ideas. UNT's policy on the Student Standards of Academic Integrity is designed to uphold these principles of academic integrity. It protects the rights of all participants in the educational process and validates the legitimacy of degrees awarded by the university.

The policy covers categories of academic dishonesty such as cheating, plagiarism, forgery, fabrication, facilitating academic dishonesty, and sabotage. It includes descriptions of infractions, penalties, and procedures. In the investigation and resolution of all allegations of student academic dishonesty, the university's actions are intended to be corrective, educationally sound, fundamentally fair, and based on reliable evidence. The full policy (18.1.16) is available online at <http://vpaa.unt.edu/academic-integrity.htm>. If I suspect that you have engaged in academic dishonesty, I will deal with the situation as outlined in the University Policy shown above. You will be allowed to remain in the class during the entire time that the academic misconduct accusation is being investigated, adjudicated, and appealed. As noted above, the maximum academic penalty that can be assessed by an instructor is an F in the course. However, university officials use the academic misconduct information to decide if other misconduct sanctions are then to be applied, and the student has separate rights to appeal those decisions, remaining in the class until all appeals are exhausted.

Student Behavior in the Classroom

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 Dean of Students 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.dos.unt.edu/conduct.

UNT "Student Success" campaign

UNT is committed to your success. The University has determined that the following behaviors increase your chances of succeeding:

- Show up
- Find support
- Take control
- Be prepared
- Get involved

- Be persistent

Access to information – Eagle Connect

Your access point for business and academic services at UNT occurs within the my.unt.edu site www.my.unt.edu. All official communication from the university will be delivered to your Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward your email: <http://eagleconnect.unt.edu/>

ADA statement

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. Grades assigned before an accommodation is provided will not be changed.

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. 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.

SETE

The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. This anonymous short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider SETE to be an important part of your participation in this class.

Emergency notification and procedures

UNT uses a system called Eagle Alert to quickly notify you 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). The system sends voice messages (and text messages upon permission) to the phones of all active faculty staff, and students. Please make certain to update your phone numbers at www.my.unt.edu. Some helpful emergency preparedness actions include: 1) know the evacuation routes and severe weather shelter areas in the buildings where your classes are held, 2) determine how you will contact family and friends if phones are temporarily unavailable, and 3) identify where you will go if you need to evacuate the Denton area suddenly. In the event of a university closure, please refer to Blackboard for contingency plans for covering course materials.

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. Coursework completed via the Blackboard on-line system, including grading information and comments, is also stored in a safe electronic environment. You have a right to view your individual record; however, information about your records will not be divulged to other individuals without the proper written consent. You are encouraged to review the Public Information Policy and F.E.R.P.A. (Family Educational Rights and Privacy Act) laws and the university's policy in accordance with those mandates at the following link:

<http://essc.unt.edu/registrar/ferpa.html>

Unit I – Introduction and core concepts

September 3, 2013 – Introduction, syllabus review, and general comments

September 10, 2013 – What’s so different about higher ed administration anyway?

Birnbaum, Chapters 1-2

Kerr, C. (2001). *The uses of the university*. Cambridge: Harvard University Press.

Chapter 1, “The idea of a multiversity”

Role-playing activity: Revenue generation in education and industry

Discussion points: tripartite mission of higher education; applying business administration texts in higher education; tight and loose coupling; satisficing; leadership vs. administration; stability and change over centuries; changes since 1865; “multiversity” and mission centrism; role of trustees, administrators, and faculty in administration

September 17, 2013 – Changing contexts, changing organizations

Ehrenberg, R.G. (2012). American higher education in transition. *Journal of Economic Perspectives*, 26(1), 193-216.

Morphew, C.C. (2009). Conceptualizing change in the institutional diversity of U.S. colleges and universities. *Journal of Higher Education*, 80(3), 243-269.

In-class case study: Managing competing commitments in tough times

Discussion points: organizational charts of different institutional types; where does the money come from?; mission and money; public and private good

Unit II – General theories of the college or university

September 24, 2013 – Professionals, bureaucracy, and professional bureaucracy

Birnbaum, Chapters 3 and 5

Etzioni, A. (1964). *Modern organizations*. Upper Saddle River, NJ: Prentice-Hall.

Chapter 8, “Administrative and professional authority”

In-class case study: Rules, chaos, and enrollment at PUW

Discussion points: what is a profession?; professionalization; professional bureaucracy; bureaucratic authority of rules and expertise; Max Weber;

October 1, 2013 – Distinctive and collegial organizations

Birnbaum, Chapter 4

- Clark, B.R. (1972). The organizational saga in higher education. *Administrative Science Quarterly*, 17(2), 178-184.
- Tierney, W.G. (1997). Organizational socialization in higher education. *The Journal of Higher Education*, 68, 1-16.

Four students present articles from *Inside Higher Ed*

Discussion points: shared governance; collegiality; organizational saga; niches and organizational ecology; distinctive colleges; symbols and stories;

October 8, 2013 – Political organizations

Birnbaum, Chapter 6

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

Four students present articles from *Inside Higher Ed*

Discussion points: indifference; coalitions; pursuit of goals; agenda-setting;

October 15, 2013 – The “garbage can” and the Carnegie School

Birnbaum, Chapter 7

- Eckel, P.D., & Morphey, C.C. (2009). The organizational dynamics of privatization in public higher education. In C.C. Morphey and P.D. Eckel (Eds.), *Privatizing the public university: Perspectives from across the academy* (pp. 88-108). Baltimore, MD: The Johns Hopkins University Press.

In-class exercise: Does the garbage can produce garbage?

Four students present articles from *Inside Higher Ed*

Discussion points: the Carnegie School; “streams” and the “garbage can” model of decision-making; introduction to responses to environmental changes

October 22, 2013 – Environment and culture

- 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.

Hartley, M., & Morphey, C.C. (2008). What’s being sold and to what end?: A content analysis of college viewbooks. *The Journal of Higher Education*, 79(6), 671-691.

Morphey, C.C. (2002). “A rose by any other name:” Which colleges became universities?. *The Review of Higher Education*, 25(2), 207-223.

In-class case study: Designing a non-normative viewbook

Discussion points: what is an institution?; patterned irrationality; mimetic, normative, and coercive isomorphism; myths, rites, and habits; norms vs. formal structures; legitimacy and normativity;

October 29, 2013 – Environment and resources

Baker, V., Baldwin, R.G., & Makker, S. (2012). Where are they now?. *Liberal Education*, 98(3), 48-53.

Slaughter, S., & Rhoades, G. (2011). Markets in higher education: Trends in academic capitalism. In P.G. Altbach, P.J. Gumport, & R.O. Berdahl (Eds.), *American higher education in the 21st century* (pp. 433-464). Baltimore, MD: The Johns Hopkins University Press.

Winston, G.C. (1999). Subsidies, hierarchy and peers: The awkward economics of higher education. *The Journal of Economic Perspectives*, 13(1), 13-36.

In-class case study: Student affairs, academic affairs, and assessment

Discussion points: the nature of HE competition; faculty contingency; resource dependence; environmental scanning; mission drift; mission capture; “false nonprofits”; “illegitimate” organizational change; resources and challenges to isomorphism

Case study mid-term assignment distributed

November 4, 2013 – Mid-term papers due via email by noon

Unit III – Change and leadership on campus

November 5, 2013 – Rankings and organizational change

Bastedo, M. N., & Bowman, N. A. (2011). College rankings as an interorganizational dependency: Establishing the foundation for strategic and institutional accounts. *Research in Higher Education*, 52(1), 3-23.

Taylor, B.J., & Morpew, C.C. (2010). An analysis of baccalaureate college mission statements. *Research in Higher Education*, 51(5), 483-503.

Discussion points: mission statements; mission-centered management; competing commitments; strategic action amidst constraints;

Guest presenter: Dr. Sarah Brackmann, Director of Civic Engagement, Southwestern University

November 12, 2013 – Social movements and organizational change

Rojas, F. (2012). Social movements and the university. In M.N. Bastedo (Ed.), *The organization of higher education: Managing colleges for a new era* (pp. 256-). Baltimore, MD: The Johns Hopkins University Press.

Slaughter, S. (1997). Class, race and gender, and the construction of postsecondary curricula in the United States: Social movement, professionalization and political economic theories of curricular change. *Journal of Curriculum Studies*, 29(1), 1-30.

Four students present articles from *Inside Higher Ed*

Discussion points: social movements and change; equity, access, and administration; administration and the curriculum; “modern and postmodern” socialization; “cosmopolitans and locals”; managing ambiguous tasks with unclear outcomes;

November 19, 2013 – Leadership and change

Birnbaum, Chapters 8 and 9

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

In-class case study: When student affairs works within an academic unit

November 26, 2013 – Student presentations, part one

December 3, 2013 – Student presentations, part two

December 9, 2013 – Final papers due via email by noon