EDHE 6710 Organization and Administration of Higher Education
Fall 2016 * Wednesdays from 5:30 – 8:20 PM * Matthews Hall 311

About the Instructor:
Uyen Tran-Parsons, Ph.D.  
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940.565.4873 (office)  
Office Hours: WTh; 1-4 pm  
*By appointment preferred  
940.597.8997 (cell)  
Sycamore 288

Description of the Course
Prerequisite: Admission into the HE Program  
Credits: 3 hours  
Examination of the theoretical principles of organizational behavior, leadership and institutional culture applied to a functional examination of administrative roles in higher education.

Objectives of the Course
At the end of the course, students will be able to…
• Outline the basic, common structures of higher education and its cultures  
• Discuss basic principles of organizational theory in higher education  
• Identify primary administrative processes, products, and players  
• Develop writing, discussion, and presentation skills as appropriate to graduate study and professional practice.

Required Text


Various journal articles and book chapters as assigned via UNT Library webpage.  
Course reserve password is HE6710 (case-sensitive). Use the citation information found in this syllabus to locate peer-reviewed journal articles.

Recommended Text
A Personal Note on Communication

My office hours are Wednesdays and Thursdays from 1-4 pm. However, I am on campus most days. If you would like to meet outside of office hours, do not hesitate to ask. Email is the best way to contact me, followed by my cell phone, then office number. Text messages are welcome, but please refrain from texting me after 11 pm.

I strive to respond to all emails within a 24-hour period. If I have not responded to your email within this time period, feel free to contact me again. I expect that prior to contacting me you will do your due diligence in researching the answer to your question by consulting the syllabus, consulting Blackboard, or consulting other classmates.

It is strongly recommended that you visit with me during office hours at least once this semester to discuss your progress in the course. Connecting with faculty builds your professional network. Discussing your work progresses your path to becoming a contributing scholar and practitioner. One-on-one time allows us to address challenges early on. I can help you obtain the grade you desire if you talk to me ahead of time.

Late Assignments

Each week an assignment is past due, a full letter grade will be deducted. An assignment that is one week past due will receive a grade no higher than a ‘B’, two weeks past due will receive no higher than a ‘C’, and so on. Assignments must be submitted the designated date/time even when a planned absence occurs.

Assignment Breakdown

- Reflection Papers (8 points each x 3) 24 points
- Administrator Interview/Presentation 25 points
- Op Ed Piece 31 points
  - Op Ed Inspiration - 4 points
  - Annotated Bibliography - 7 points
  - Draft 1 & Peer Review - 5 points
  - Final Op Ed - 15 points
- Discussion, Attendance, & Participation 20 points

*Completion of Discussion Leader requirement for doctoral students will be included in this grade.

TOTAL POINTS 100 points
## COURSE OUTLINE
*SCHEDULE IS SUBJECT TO CHANGE*

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC AND READING</th>
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<tbody>
<tr>
<td>Aug 31</td>
<td>Course Introduction</td>
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<tr>
<td>Sept 7</td>
<td><strong>What's so Different about Higher Education Anyway?</strong></td>
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<tr>
<td></td>
<td>Birnbaum Ch. 1-2</td>
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<td>Hendrickson Ch. 1</td>
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<td><strong>DUE:</strong> Reflection #1 due Tuesday, 9/6 at 9 am via Blackboard</td>
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<tr>
<td>Sept 14</td>
<td><strong>Understanding Academic Organizations</strong></td>
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<td><strong>Professionals, &amp; Professional Bureaucracy</strong></td>
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<td>Hendrickson Ch. 2</td>
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<td></td>
<td>Birnbaum Ch. 3 &amp; 5</td>
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<td>Sept 21</td>
<td><strong>Organizational Culture</strong></td>
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<td>Birnbaum Ch. 4</td>
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<td>Hendrickson Ch. 4</td>
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<td></td>
<td><strong>DUE:</strong> Reflection #2 due Tuesday, 9/20 at 9 am via Blackboard</td>
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<tr>
<td>Sept 28</td>
<td><strong>Decision-Makers</strong></td>
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<td>Hendrickson Ch. 9-10, 15</td>
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<td><strong>DUE:</strong> Bring 2 possible administrator interview questions to class</td>
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<td>Oct 5</td>
<td><strong>Political Organizations</strong></td>
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<td>Birnbaum Ch. 6</td>
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<td><strong>DUE:</strong> Op Ed Inspiration Piece. Bring a copy to class.</td>
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<td>Oct 12</td>
<td><strong>Interview Day – No Class Mtg.</strong></td>
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<td>Oct 19</td>
<td><strong>The Multiversity</strong></td>
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<td>Birnbaum Ch. 7</td>
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<td>Chapter 1, “The idea of a multiversity”</td>
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<td><strong>DUE:</strong> Reflection #3 due Tuesday, 10/18 at 9 am</td>
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<td>Oct 26</td>
<td><strong>DUE:</strong> Administrator Interview/Presentations</td>
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<td>Nov 2</td>
<td><strong>Relationships &amp; Political Skill</strong></td>
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<td></td>
<td>Hendrickson Ch. 14</td>
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</table>
Nov 9  **Selling Higher Education**
Hendrickson Ch. 5

Nov 16  **Resource Dependence and Academic Capitalism**

**DUE: Annotated Bibliography and draft #1.**
Bring 2 copies of draft to class for peer review.

Nov 23  **NO CLASS MTG – THANKSGIVING**

Nov 30  **Change and Professional Work**
Hendrickson Ch. 12

Dec 7  **DUE: Final Op Ed** by 5:30 pm via Blackboard
**NO CLASS MTG**

Portions of this syllabus adapted from Taylor, B. (2014, Fall) and Cutright, M. (2016, Fall). EDHE 6710 Organization and Administration of Higher Education, University of North Texas, Denton, TX.

Chapman, R. (Fall 2014) WGS 160 Sex and Society. Vanderbilt University, Nashville, TN.
ASSIGNMENTS

Reflection Papers (8 points each x 3 = 24 points)
Length: 3-4 pages; double-spaced

Students will complete three reflection papers to better prepare them for course discussions and activities. The reflection paper should be a critical analysis of the author’s points, compare/contrast the author’s viewpoint to another, and/or relate the work to one’s own experiences. Critically discuss the ideas presented by and connect them to other resources as opposed to providing a summary of the readings. When other resources are cited, they should additionally be included in a reference list utilizing APA Format. Submit online via Blackboard by the assigned date. No cover sheet is needed. Additional assignment criteria may be discussed in class.

Administrator Interview (25 points)
Presentation Length: 15 minutes for masters students, 20 minutes for doctoral students
Powerpoint (or similar) is required. Grading rubric will be available prior to due date.

Each student will interview a university administrator from a 2- or 4-year institution. We will coordinate as a class to ensure no one is interviewed by more than one student as well as ensure representation from a variety of functional areas (i.e., Student Affairs, Athletics, Enrollment, Academic Affairs). Students are not allowed to interview within their own units, and all interview subjects must be approved by the instructor. The intention is to stretch the student beyond their immediate frame of reference.

Op Ed Piece (31 points)
Length: 4 pages, ~900-1000 words

Op-ed's allow professionals to communicate to a broader audience, with the intention of making a strong claim or suggestion. While they are commonly published in newspapers and online sources, they have the added benefit of reaching your stakeholders, such as policy makers, by directing attention to issue important to you. For these reasons and more, they can be an important element in how you choose to use your education to address a particular topic in higher education organization and administration.

This assignment is designed to teach you how to effectively use evidence in support of your argument, the value of precise language, and how to emphasize important points. This assignment will be completed in three phases: 1) analysis of op-ed inspiration piece, 2) a first draft peer review including an annotated bibliography with a minimum of 6 sources for master’s students or 8 sources for doctoral students, and 3) the final product. See “Course Outline” for specific due dates.
**Engagement & Class Attendance** (20 points)

A portion of the course grade is determined by your level of engagement with the course material as well as your participation in the classroom. It is my expectation that you will complete and reflect on each week’s required readings prior to coming to class.

Actively engaging in discussion, contributing ideas, and expressing opinions are an important part of graduate education. This process allows you to hear and consider opinions other than your own. Most class meetings will include an in-class activity designed to help develop strong critical thinking skills as well as verbal and listening skills.

Engagement can take many forms. The following are examples of factors considered when evaluating engagement:

- relating the readings and content to personal/professional experiences
- presenting good examples of concepts being discussed
- building on the comments of others
- raising good questions
- sharing additional materials and resources
- note-taking during in-class activities
- being on time
- being aware of your level of participation and making attempts to increase or decrease it if necessary
- being sensitive to how your words impact others in the classroom
- listening and responding appropriately to others’ comments
- coordinating group meetings or study groups outside of class
- meeting with the instructor during office hours
- attending all class meetings

Attendance is essential. However, I understand that each of you have multiple responsibilities. If an emergency should arise or travel related to work prevents you from attending class, please let me know as soon as possible. Be sure to submit assignments on time during planned absences. There are no make-up assignments for missed class participation.

Lastly, developing teaching and instructional skills are important to doctoral studies. Therefore, **doctoral students** will lead one class meeting by providing a brief lecture (less than 15 minutes) and activity of their choosing. Please meet with the instructor to create a lesson plan at least two weeks prior to the selected date.
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

EAGLECONNECT
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. This is the main electronic contact for all course-related information and/or material.

OBSERVATION OF RELIGIOUS HOLY DAYS
If you plan to observe a religious holy day that coincides with a class day, please notify your instructor as soon as possible.

SPOT
Completion of an online students’ perceptions of teaching is a requirement for all organized classes at UNT. This 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 continually to improve my teaching. I consider your completion of this online survey to be an important part of your participation in this class.

DISABILITY ACCOMMODATION
The University of North Texas (UNT) is on record as committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 – The Rehabilitation Act of 1973 as amended. With the passage of new federal legislation entitled Americans with Disabilities Act (ADA), pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

As a faculty member, I am required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of disability. If you are a student with a disability, your responsibility primarily rests with informing me of your need for accommodation by providing me with your letter from the UNT Office of Disability Accommodation.

Information regarding specific disability diagnostic criteria and policies for obtaining academic accommodations can be found at www.unt.edu/oda. Also, you may visit the Office of Disability Accommodation in the University Union (room 321) or phone (940) 565-4323.

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 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, and field trips. The Code of Student Conduct can be found at: www.unt.edu/csrr.