Organization and Administration of Higher Education  
EDHI 653  

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

Faculty  
Dr. KerryAnn O'Meara  
Professor of Higher Education and Affiliate Faculty in Women’s Studies  
3112C Benjamin  
(301) 405-5579  
komeara@umd.edu  
Office hours by appointment

Teaching Assistant  
Lindsey Lee Templeton  
Master’s Student, Higher Education Program  
itemplet@umd.edu

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**


**Recommended Texts**


** 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.

**Classroom Assignments**

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

<table>
<thead>
<tr>
<th>Grading Criteria for Analytic Essays</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content analysis—key theories from the frame are presented and used effectively to describe and analyze challenges and opportunities in the organization</td>
<td>1</td>
</tr>
<tr>
<td>Critical analysis—the application of the theories is thoughtful, precise, persuasive, and interesting</td>
<td>1</td>
</tr>
<tr>
<td>Writing clarity, presentation, editing and grammar</td>
<td>1</td>
</tr>
<tr>
<td>Organization and focus</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>4 Points</td>
</tr>
</tbody>
</table>
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 15th, 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.

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

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

January 25: Introduction to Organizational Theory and Strategies for Change

Bolman & Deal: Chapters 1 – 2

Manning: Chapter 1


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.


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


**February 8: The Structural Frame: Strategies for Change**


*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

**Analytic Essay One Due**

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

Bolman & Deal – Chapters 6 – 8


*Spotlight Topic/Case:* Retaining Women Faculty


*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


Spotlight Issue: Advising


**Analytic Essay Two Due**

February 29: Organized Anarchy

Manning: chapters 2 and 3


March 7: The University as Collegium

Manning: Chapter 4

Birnbaum: Chapter 4


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


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


**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](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/statements/byrd-stadium/campus_message120715.cfm)
March 28: Team Project Meetings

April 4: The Political Frame: Strategies for Change


Spotlight Issue/Case: Missouri Case


** 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


April 25: The Symbolic Frame: Strategies for Action


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


**Analytic Essay Four Due**

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

Manning: Chapter 14-15


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


**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/](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.studenthonor council.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.


The Effect of an Intervention to Break the Gender Bias Habit for Faculty at one Institution: A Cluster Randomized, Controlled Trial


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.

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?
   - NPR: Stress is Good – In Small Amounts

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?**

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](https://www.youtube.com/watch?v=o2u9pjtIdiQ&spfreload=10)
Perceptions of Brilliance: 
https://www.youtube.com/watch?v=3uGfW13vmJw&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 


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


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]


http://www.npr.org/2015/10/06/446231751/how-often-are-female-authors-assigned-by-male-and-female-professors 


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


8. How do good leaders shape successful work environments?

• The Power of Small Wins
  [https://hbr.org/2011/05/the-power-of-small-wins](https://hbr.org/2011/05/the-power-of-small-wins)

• Simon Sinek – How Great Leaders Inspire Action

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](https://www.youtube.com/watch?v=cFdCzN7RYbw)

• Drive: The Surprising Truth About What Motivates Us – Dan Pink
  [https://www.youtube.com/watch?v=u6XAPnuFjJc](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](https://www.ted.com/talks/shawn_achor_the_happy_secret_to_better_work?language=en)
10. How do organizations signal inclusion to their members?
