Organization and Administration of Higher Education  
EDHI 653  

College of Education, University of Maryland  
Spring, 2014  
Benjamin 3233  

Faculty  
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Course Overview and Purpose  
The purpose of this course is for students to gain understanding of colleges and universities as organizations and be able to use organizational theories to describe, analyze, and address higher education problems. Students will engage with organizational theories that help 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.  

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  

Required Texts  

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.

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 each sign up to lead one class discussion on a current issue that is being framed through organizational theory discussed that day.** Students will sign up on the first day of class for their case or current issue and send discussion questions to the instructors four days before the class.

**Essays (40%)**

Each student will complete **three** of the following four analytical essays. Additional detail and guidelines for each analytical 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. Ideally students will use the same organization for all three memos. 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. An example of a strong analytical essay is provided under files on the canvas site.
Reflective Essay Due Dates

*Analytical Memo One: A Structural Analysis:* due February 10th

*Analytical Memo Two: A Human Resource Analysis:* due February 24th

*Analytical Memo Three: A Political Analysis:* due March 31st

*Analytical Memo Four: A Cultural Analysis:* due April 14th

<table>
<thead>
<tr>
<th>Grading Criteria for Analytical Memos</th>
<th>Points</th>
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<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>
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4 Points = A
3 Points = B+
2 Points = B
1 Point = Fail

**Final Project: (40%)**

**Option A: Independent Project**

The purpose of this assignment is for students to take a well-known and often-applied organizational theory and apply it to either a current set of challenges in one higher education organization, or to a set of challenges faced by a specific field of institutions (liberal arts colleges, comprehensives, Big 10). Students will then write a 15 page term paper (excluding references) that applies the theory to the problem and considers relevant responses or interventions. Then, the student will use additional literature to critique the theory and its approach, and show where it falls short, or what is missing, making recommendations for additional theories or frames to complement what was missing in the original approach. Examples of theories that might be chosen relate to: sense-making, social networks, gendered organizations, socialization, emotional intelligence, power, legitimacy and status. Examples of challenges in higher education might be helping commuter students integrate and succeed on campus, diversity climate for first generation college students, changes in department funding, or becoming a global university. This final project will be comprised of two parts: (1) 15 page paper, and (2) a 15 minute class presentation of the final project. Students completing final project A will submit a one paragraph description of their chosen theory and organization/field on **February 24th for approval** along with an initial reference list of 10 relevant sources (the
project reference list in the end should be longer). Drafts may be submitted for feedback from the instructors on April 21st. The final paper will be due in class on May 5th.

Option B: Team Project
The purpose of this assignment is for students to work together to analyze the structural, human resource, political and cultural assets and liabilities a particular organization (or unit inside an organization) faces as they deal with a complex problem or new opportunity. Examples of possible problems might be the difficulty of retaining women and under-represented minorities in STEM careers, time to degree for doctoral students, getting average and under-performing students placed into careers at graduation, or out of class faculty-student contact. Examples of opportunities might be an influx of students who are better prepared than ever before or are digital natives. The problem or opportunity must be faced by a particular academic or student affairs unit that is aware of the issue or opportunity and wants to address it. A team of 2-3 students will make contact with a leader of the unit, and request access to public documents and information on the issue. They will also do interviews with key stakeholders inside the unit in person, by phone or by email to gain additional information. Students will then use course readings, as well as additional relevant organizational research and theories, and information gained in data-collection to identify structural, human resource, political and cultural issues assets and liabilities for the unit’s leadership to consider as they address this issue. The team will then complete a (a) 20 page team paper (excluding references and appendices) and a (b) 30 minute class presentation of the team project. Students completing final project B should submit a one paragraph description of their chosen unit and liaison, the complex problem or opportunity, and provide a list of relevant documents and interviews for approval February 24th, 2014. Drafts may be submitted for feedback from the instructors on April 21st. The final paper will be due in class on May 5th.

<table>
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<tr>
<th>Grading Criteria for Final Projects</th>
<th>Points</th>
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<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 opportunities</td>
<td>2</td>
</tr>
<tr>
<td>Quality of critical analysis and reasoning in applying and critiquing theory and considering issues</td>
<td>1</td>
</tr>
<tr>
<td>Effective use of theory, research and literature not included in course readings</td>
<td>1</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>
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A/A+ = 6 points
B+/A = 5 points
B=4 points
C/C+= 3 points
D/F=1-2 points
**Policy on Incomplete Grades**
A grade of incomplete requires the instructor’s prior approval. I 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/). I 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. I 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.studenthonorcouncil.umd.edu/whatis.html](http://www.studenthonorcouncil.umd.edu/whatis.html)

**Academic Accommodations for Persons with Disabilities**
Both in compliance with and in the spirit of the American with Disabilities Act (ADA), I would like to work with students who have a disability that impacts learning in this class. Students with a documented disability should contact me 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/](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 me know so that I 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, 2014). Students
may not copy and distribute such materials except for personal use and with the instructor's
permission.

Class Sessions

January 29: Introduction to Organizational Theory and Strategies for Change

Bolman & Deal – Chapters 1 – 2

Manning: chapter 1

Kezar, A. (2001). Understanding the nature of higher education organizations: Key to Successful
organizational change. 59-77. Understanding and facilitating organizational change in the 21st
century: Recent Research and Conceptualizations. 28(4), ASHE ERIC Higher Education

Spotlight Topic/Case: Improving the Quality and Outcomes of Higher Education

Video excerpt from Declining by Degrees—shown in class

February 3: 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

Exploring the Future of Higher Education. Forum Strategy Series, Volume 3

Smart (Ed.), Higher education: Handbook of theory and research, 22 (pp. 121-179). New York,
NY: Springer. [tables shared in class].
February 10: The Structural Frame: Strategies for Change


*Columbia Public Law Research Paper No. 06-114.*

**Spotlight Topic/Case:** Structuring a Campus to Support Diverse Students, Faculty, and Staff


February 17: The Human Resources Frame: The Primacy of People

Bolman & Deal – Chapters 6 – 8


**Spotlight Topic/Case:** Retaining Women Faculty


February 24: The Human Resources Frame: Strategies for Change


Spotlight Issue: Advising


**March 3: Organized Anarchy**

Manning: chapters 2 and 3


*Spotlight Topic/Case:* Universal Design for Improving Access and Implementation of Learning and Leadership


**March 10: The University as Collegium**

Manning: Chapter 4

Birnbaum: Chapter 4


*Spotlight Issue/Case:* Student Centeredness as a Function of College Culture
Understanding College and University Organization: Theories for Effective Policy and Practice. 
Sterling, VA: Stylus.

March 24: The Political Frame: Power and Influence

Bolman & Deal: Chapters 9 – 11

Manning: chapters 6 and 7

Birnbaum, chapter 6


Spotlight Topic/Case: Graduate Unionization


March 31: The Political Frame: Strategies for Change


Spotlight Issue/Case—University of Virginia – President, Board, and Faculty Power Relations – Determining the Direction of an Institution through Presidential Leadership, Resignation and Reinstatement

April 7: The Symbolic Frame: Colleges and Universities as Cultural Systems

Bolman & Deal – Chapters 12

Manning: Chapters 8-9


Spotlight Topic/Case: Student Employment and Persistence

Excerpt from Rick Satterlee dissertation on the role of habitus in student employment decisions.

April 14: The Symbolic Frame: Strategies for Action


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

http://www.changemag.org/Archives/Back%20Issues/2013/September-October%202013/gun-fight-full.html

April 21: Feminist and Critical Race Organizational Theory

Manning: Chapter 14-15


*Spotlight Topic/Case: Fair Service Workloads—Whose problem is it?*


**April 28 Systems Thinking, Cybernetic Leadership, and New Science**

Manning: Chapter 12-13


*Spotlight Topic/Case: MOOCs: A new frontier?*


**May 5: Student Presentations**
May 12: Student Presentations