

University of North Georgia  
College of Education  
Course Syllabus



**EDD 7104: Organizational Theory in Higher Education  
Summer 2022**

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**Contact Information**

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**Course Overview**

This course serves as an introduction to organizational theories in higher education. Course modules will incorporate bodies of literature from the disciplines of sociology, psychology, and anthropology, as well as relevant professional fields, such as business. To set the stage for our discussions, we will debate the contemporary utility of foundational readings that acknowledge the organizational distinctiveness of higher education institutions while attempting to make sense of their unique customs, procedures, and values. Afterwards, we will consider the organizational cultures of colleges and universities by addressing issues related to interpersonal communication, diversity, disciplinary and institutional identities, mission and vision statements, and socialization processes.

The second half of this course will focus on how higher education can be transformed to meet the needs of students, society, and nation-states in the twenty-first century. A cross-section of research on change and reform processes in a variety of institutional contexts will inform our initial discussions. During the final modules, we will examine contemporary research on organizational creativity and innovation that draws from multidisciplinary scholarship. We will also consider what kinds of impacts governing boards, various internal and external stakeholders, and contemporary rhetoric concerning disruption are likely to have on higher education institutions, given the political, cultural, and societal changes that are likely to take place over the coming decades.

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**Course Materials**

No texts are required for the course. All materials, including articles, book excerpts, and other assorted readings, are posted on the Desire to Learn (D2L) website.

**Desire 2 Learn**

The University System of Georgia's D2L Help Center provides assistance through their "knowledge base" via internet and phone support:

Web Address: <http://d2lhelp.view.usg.edu>

Phone: 855-772-0423

The D2L Help Center is available 24 hours a day, 7 days a week.

**Course Requirements**

No prerequisite courses in the field of higher education are required for this class.

As a student in a graduate-level course, you will be challenged to complete the following tasks:

- summarize and interpret theoretical and empirical readings;
- discuss complex ideas with colleagues;
- demonstrate proficiency with concepts pertaining to organizational culture, socialization, diversity, leadership, governance, creativity, and innovation;
- apply concepts to writing assignments that encourage creativity and engagement with existing literature; and
- adapt writing to communicate research to individuals inside and outside academia.

**Learning Activities**

**1. *Module participation via D2L discussion prompts*** is essential each week. For each discussion prompt in this class, you will be encouraged to apply your real-world knowledge of colleges and universities - and your understanding of the module's theme and readings - to specific higher education problems and issues. Therefore, thoughtful responses to the reading assignments, the discussion prompts, and the dialogue among students/professors/guest speakers are critical to the utility of the course. You will frequently be asked to prepare materials in advance for use during module discussions. Attendance and participation will be reflected in your final grade.

**2. *An analytical essay*** that addresses an organizational problem in higher education. The topic will change each semester and be relevant to contemporary issues; further description of the assignment will be provided on the D2L management system. Citations of readings in this class, as well as pertinent outside literature, will be necessary for the successful completion of the analysis.

**3. *Peer feedback*** will be provided for the analytical paper. During the final week of the course, each student will read the analyses completed by their class peers and offer substantive feedback on the paper's central theses, sources, organization, rhetorical style, and overall impact.

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## **Course Objectives**

By the end of the course, students will be able to:

1. critique different aspects of organizational culture in higher education;
2. understand the distinctive traits of colleges and universities as diffuse, siloed organizations that value autonomy, flexibility, and disciplinary expertise;
3. describe how an institution's mission and identity directly impact communication and feedback, decision-making processes, and the capacity for change and reform;
4. articulate a nuanced sense for how diverse organizations promote creativity and innovation;
5. explain the different conditions that both negatively and positively impact a culture for creativity and innovation;
6. consider how leadership and governance can play a fruitful role in helping higher education institutions thrive in turbulent times;
7. analyze the conditions that prevent organizations from cultivating a positive and productive environment, especially for marginalized populations; and
8. offer policy and practice-oriented suggestions, grounded in an understanding of organizational dynamics, that can usefully promote change and reform.

The UNG Teacher Education Program course objectives are aligned with the College of Education Conceptual Framework (CoE CF). In terms of the CoE CF, we prepare professionals who embrace access to education, health, and wellness through commitment to integrity in intellectual engagement, research-based teaching and learning, advocacy, and service.

### 1. Intellectual Engagement

- a. Critical thinking and creative problem-solving in theory and practice
- b. Active engagement in reflective practice
- c. Professional collaboration and communication
- d. Commitment to on-going professional development

### 2. Research Based Teaching and Learning

- a. Content literacy
- b. Data driven decision-making
- c. Student centered teaching and learning
- d. Technological literacy
- e. Immersion in the learning community through field experience and clinical practice

### 3. Advocacy and Service

- a. Promote social justice and human rights for the individual and in communities
- b. Leadership
- c. Ethical practice
- d. Professional accountability

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The Council for Advancement of Standards in Higher Education, the National Policy Board for Educational Leadership (reflected in the UNG mission) includes the following standards:

#### Standard 1. Mission, Vision, and Core Values

Doctoral students in the UNG College of Education will display professional knowledge, skills and dispositions that reflect a commitment to developing and supporting inclusive cultures of academic excellence in student-focused environments that include quality education, service, inquiry, and creativity.

#### Standard 2. Ethics and Professional Norms

Doctoral students in the UNG College of Education model understandings of the professional ethics, and the implications for organizations associated with care and service and education of diverse populations.

#### Standard 3. Curriculum, Instruction, and Assessment

Doctoral students in the UNG College of Education display knowledge and competency in the design, implementation and evaluation of standards-based professional programming.

#### Standard 4. Communities of Care and Support

Doctoral students in the UNG College of Education display knowledge and competency in the design, implementation and evaluation of environments that support the cognitive, social-emotional, and health and wellness needs of students in adult learning environments.

#### Standard 5. Professional Development

Doctoral students in the UNG College of Education display commitment to on-going professional development in their respective fields through association and leadership in professional organizations and personal and political advocacy.

#### Standard 6. Cultural Responsiveness

Doctoral students in the UNG College display knowledge and skills in design and support of collaborative, equitable, and inclusive service organizations.

#### Standard 7. Operations and Management

Doctoral students in the UNG College of Education display knowledge and competency in the design, implementation and evaluation of transparent effective and efficient processes that support organizational goals in education and health services.

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As a result, doctoral candidates completing this course will be able to demonstrate the following:

<b>Course Objectives</b>	<b>Learning Activities</b>	<b>CoE CF</b>	<b>CASHE, NPBEL, NAHQ</b>
1. Critique different aspects of organizational culture in higher education	1. D2L Discussion Posts 2. Analytical Essay 3. Peer Feedback	1a 2ab 3abcd	1, 2, 3, 4, 6, 7
2. Understand the distinctive traits of colleges and universities as diffuse, siloed organizations that value autonomy, flexibility, and disciplinary expertise	1. D2L Discussion Posts 2. Analytical Essay 3. Peer Feedback	1a 2ab 3abcd	1, 2, 3, 4, 5, 6, 7
3. Describe how an institution's mission and identity directly impact communication and feedback, decision-making processes, and the capacity for change and reform	1. D2L Discussion Posts 2. Analytical Essay 3. Peer Feedback	1abc 2ab 3abcd	1, 2, 3, 4
4. Articulate a nuanced sense for how diverse organizations promote creativity and innovation	1. D2L Discussion Posts 2. Analytical Essay 3. Peer Feedback	1abc 2ab 3abcd	1, 2, 3, 4, 6
5. Explain the different conditions that both negatively and positively impact a culture for creativity and innovation	1. D2L Discussion Posts 2. Analytical Essay 3. Peer Feedback	1ab 2abc 3abcd	1, 2, 3, 4, 6, 7
6. Consider how leadership and governance can play a fruitful role in helping higher education institutions thrive in turbulent times	1. D2L Discussion Posts 2. Analytical Essay 3. Peer Feedback	1ab 2ab 3abcd	1, 2, 3, 4, 5, 6, 7
7. Analyze the conditions that prevent organizations from cultivating a positive and productive atmosphere, especially for marginalized populations	1. D2L Discussion Posts 2. Analytical Essay 3. Peer Feedback	1abcd 2abcd 3abcd	1, 2, 3, 4, 5, 6, 7
8. Offer policy and practice-oriented suggestions, grounded in an understanding of organizational dynamics, that can usefully promote change and reform	1. D2L Discussion Posts 2. Analytical Essay 3. Peer Feedback	1abcd 2abcd 3abcd	1, 2, 3, 4, 5, 6, 7

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## **Multicultural and Global Component**

Multicultural/global education develops the knowledge, skills, and attitudes that are the basis for decision making and participation in a world characterized by cultural pluralism, interconnectedness, and international economic competition. Multicultural/global approaches to education recognize that teachers must understand the complexity of globalization and develop skills in cross-cultural interaction if they are to support the development of effective citizens in a pluralistic and interdependent world.

Cross-cultural understanding, respectful behavior and communication, open-mindedness, anticipation of complexity, resistance to stereotyping or derision of cultural differences and perspectives, knowledge, and appreciation of other peoples' points of view are each essential in the development of a global perspective. Teachers, in particular, bear significant responsibility as a source of powerful influence in the lives of youth to challenge bias in thinking, behavior, curriculum, and assessment. UNG students communicate positively and respectfully with individuals without regard to disability status, socioeconomic, cultural or language background.

## **Grading through “Authentic Assessment”**

A doctoral degree provides an opportunity to identify areas of personal interest, engage in original research, and demonstrate mature critical thinking skills on complex topics that rarely have easily identifiable “right” or “wrong” answers. To wit, the superficial and stratified forms of grading that transpire in undergraduate coursework do not make conceptual sense.

Furthermore, after you complete this doctoral program, professional assessment and feedback will be holistic and contextual, rather than based on a simplified numeric score. Grading in this class, therefore, will feature “authentic assessment” which simulates the detailed feedback you are likely to receive from your professional and academic colleagues. It will also encourage student collaboration, peer review, the continuous revision of writing, and a critical sensibility that questions existing knowledge in service of personal and professional development.

To achieve an “A” grade in this course, you will need to complete each assessment below and demonstrate a mastery of course material. At the doctoral level, “B” grades or lower are used to signify less than acceptable performance.

## **Assessment Weights**

D2L Discussion Posts	40%
Peer Feedback on Analytical Essay	10%
Analytical Essay	50%

## **Note on Assessments**

To accommodate the busy work lives of doctoral students, as well as the compressed summer term, assessment deadlines will be flexible and tailored to each student’s schedule. Further information about assessments will be provided on the D2L system.

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## **Interaction Plan: Learning through Conversation**

In seminars at the doctoral level, participants teach and learn from one another. Additionally, I believe strongly in the power of conversation to facilitate student learning. Therefore, group discussions about the readings will occur during every module. I have organized the readings so that they are thematically coherent, and I will generally encourage you to read the articles, book chapters, and other course artifacts in the order in which they are organized.

Students are *expected* to ask questions and actively participate. For each module, I would like you to respond to the discussion question and at least one of your colleague's discussions.

Here are some thoughts that I have adapted from a colleague who teaches at St. John's College. The college's style of pedagogy also captures how I think about teaching and learning:

**The Conversation:** My style of teaching and learning is often described as conversational. The conversation is cooperative, not competitive. We also speak of what we do as learning together through shared inquiry. We strive to build something together that is not the exclusive property of anyone. Discussion is meant to pursue questions that are of general interest to the participants.

The readings in each module are generally accompanied by a discussion question or two. Often, the discussion question will set the direction for the entire conversation. The success of our classes depends almost entirely on what the participants bring to the table. Contributions can be of many kinds: some will address the question directly; others will offer adjustments to the suggestions of their fellow participants. Students can raise their own questions. Sometimes, it is useful to reformulate a question or to ask for a clarification of someone's point. At times, it is appropriate to bring the conversation back to the text under discussion.

I expect, and encourage, a great deal of discussion and debate. Collegial debate demands that we have not only good speaking skills, but also good listening skills. Since all the views presented are assumed to be under construction, it is good to speak up when an idea is just beginning to take shape and not wait until it is fully worked out. Our work is concerned more with exploring interpretations than defending or attacking them.

**The Texts:** Readings are assigned for each of our class sessions. Our working assumption is that the reading has something to teach us. What, precisely, we are to learn from a reading is discovered by the participants working together with the instructor. Participants pursue their own questions and their own ways of reading the texts. I ask only that comments, observations, and questions return to the text for support and clarification. This commitment to the centrality of the text gives the conversation shape and keeps it from becoming diffuse.

**My Role:** My work is to assist with the learning of others while continuing to learn myself. I neither lecture nor do I merely facilitate conversations. I guide the conversation, sometimes steering it in a particular direction, sometimes reading and letting it take its own course, and occasionally steering it around an unexpected detour.

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**Communication Objectives**

As the semester unfolds, the best way to get in touch with me is by email at Michael.Lanford@ung.edu or by cell phone at 850-320-1490.

I typically respond to email requests within 24 hours from Monday to Friday. I am happy to receive text messages or phone calls at nearly any time, although I turn my notifications off while I am writing, eating, or spending time with family. In those instances, I will return your text message and/or phone call as soon as possible.

I will provide feedback for the analytical essay within one week of submission. Feedback for other assessments will occur throughout the semester and by student request.

**Supplemental Syllabus**

Supplemental Syllabus Information concerning the following items can be found at <https://ung.edu/academic-affairs/policies-and-guidelines/supplemental-syllabus.php>

- \* Academic Exchange
- \* Academic Integrity Policy
- \* Academic Success Plan Program
- \* Campus Carry
- \* Class Evaluations
- \* Course Grades and Withdrawal Process
- \* Disability Services
- \* Disruptive Behavior Policy
- \* Inclement Weather
- \* UNG Alert
- \* UNG Institutional Values

This Supplemental Syllabus will provide the learner with technical support, accessibility policies and services, academic support and services, and institutional support and services.



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## Reading Schedule

*News Articles, Op-Eds, Podcasts, and Videos are in italics*

**All discussions for the following topics will be due on Sunday nights at 11:59pm**

- Module 1      Class (Re)Introductions and Loosely-Coupled Systems**  
Class (Re)Introductions and Student Feedback on Syllabus  
Weick - Educational Organizations as Loosely Coupled Systems
- Module 2      Frames of Organizational Change**  
Bolman and Deal - Reframing Organizations  
Kezar - Organization Theory and Change  
Labaree - A System without a Plan  
*McClure - Higher Ed, We've Got a Morale Problem*
- Module 3      Organizational Culture**  
Eckel and Hartley - Developing Academic Strategic Alliances  
Smerek - Cultural Perspectives of Academia  
Tierney and Lanford - Institutional Branch Campuses and Organizational Culture  
Välimaa - Cultural Studies in Higher Education Research
- Module 4      Institutional Mission and Identity**  
Jongbloed et al. - Higher Education and Its Communities  
Lanford - Institutional Competition through Performance Funding  
Morphew and Hartley - Mission Statements, Physical Space, and Strategy  
Stensaker - Organizational Identity  
*Gladwell - My Little Hundred Million (Podcast)*
- Module 5      Socialization and Diversity**  
Austin - Preparing the Next Generation of Faculty  
Gardner - Keeping Up with the Joneses  
Liera - Moving Beyond the Culture of Niceness  
*Wingfield - We Built a Diverse Academic Department in Five Years*
- Module 6      Change and Reform Processes**  
Clark - The Warwick Way  
Kezar and Eckel - The Effect of Institutional Culture on Change Strategies  
Lanford - Perceptions of Higher Education Reform in Hong Kong  
*Tierney - A Number of Mistakes Brought Down USC (Op-Ed)*

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## **Module 7      Organizational Creativity**

Amabile - How to Kill Creativity

Sternberg and Lubart - The Concept of Creativity

Zacher and Johnson - Leadership and Creativity in Higher Education

*Carey - How Nonsense Sharpens the Intellect (News Article)*

*Hora - Creativity Gap (Op-Ed)*

*Robinson - Do Schools Kill Creativity? (Video)*

## **Module 8      Organizational Innovation**

Gee - Games, Passion, and Higher Education

Lanford and Tierney - Mindful Innovation in Higher Education (Chapters 5-7)

*Gee - Learning with Video Games (Video)*

*Gee - Principles on Gaming (Video)*

## EDD 7104 Bibliography

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