EDUC 723 - Organization in Higher Education
College of Education, University of Massachusetts Amherst

Summer 2014 (May 19 & 20, Online & June 27)
Instructor
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I’m available for office hours in-person, via Skype or old-fashioned telephone. Best way to contact me is via email.

Textbook & Readings

Additional readings will be provided electronically via the course Web site.

The APA Style Guide is strongly recommended as all assignments will need to follow APA style.


Purpose
This is a survey course on organizations in higher education. We will cover the conceptual foundations and practical applications of major theories of organization from a wide variety of social science perspectives. Building upon this foundation, we will focus on contemporary perspectives on organizational structure and leadership.

Approach
This is a blended course that emphasizes interactive learning—both in the classroom and online. The class will meet in person three times during the course—twice at the beginning and once at the end (see the course schedule for specific dates) and will use various on-line communication tools (threaded discussions and blogs) throughout the course. Active participation in both is crucial to create a successful learning environment for all.

Objectives
At the conclusion of this course, you should have developed an understanding of:

• The historical development and theoretical underpinnings of organization theory as it applies to higher education;
• Multiple perspectives on organizational structure and leadership in higher education;
• The application of organizational theory to real-life settings at various levels of analysis (individual, group, organizational, and systemic);
• Current issues and future trends associated with organizational study.
**Expectations for Participation**
You are responsible for your own learning and for helping create a learning community! This includes:

- Regularly engaging with instructor and classmates both in person and through online communication tools;
- Having read and studied assigned material in a thoughtful, critical, and reflective manner;
- Engaging with each other in meaningful dialogue in which participants openly examine ideas and assumptions in a manner that leads to fuller understanding of the issues;
- Submitting written assignments that are on-time, complete, and properly formatted based on APA guidelines.

**Evaluated Activities and Experiences**
The following evaluated activities and experiences are structured to facilitate learning opportunities for each student. As a learner you are expected to complete:

**Participation (35 points)**
Each of you is expected to engage in meaningful discourse at every in-person class meeting and through on-line interactions. The points available for participation are divided between participation in the online discussions (25) and in person meetings (10).

To meet the expectation for participation in this course, attendance is essential. More important still is thoughtful and integrative reading of assigned materials. Class members are encouraged to bring questions, issues, critiques, and insights from the readings and other relevant materials to every class meeting and to the online discussion.

Online participation is also essential. Expectations in this regard include:

A minimum of two posts for each threaded discussion topic; these online discussions are intended to be dialogues and your posts should not just be an isolated response to the initial question, but rather should move the conversation along. You are expected to keep up with the online dialogue over the course of each week by reading your colleagues’ comments and offering your contributions to the discussion.

Please feel free to check with me periodically throughout the course if you wish to know the status of your class participation grade.

**Individual Case Study (65 points total)**
You will be responsible for developing a case study throughout the duration of the course by applying the concepts we are reading about in a specific context. In addition to incorporating the course readings you will want to find and use resources related to your particular case. Throughout the semester you will work in small groups, offering support, critiquing each other’s ideas and discussing the development of each other’s cases.

This project will be completed in three stages. At the second class meeting you will submit an initial topic idea. Second, during the course you will post blog entries on the course Web site relating your case study to readings. The final case study will include a detailed description of the case and a reflective analysis of what you have learned from the case. A hand-out with further information will be provided in class and online.

First draft of initial topic due: **Tuesday, May 20, 9 a.m.**
Post revisions to initial case study on your blog: **Sunday, May 25**

Blog postings: **Friday June 1, June 8, June 15, & June 22**
Feedback to colleagues’ case studies due: **June 4, June 11, June 18, & June 25**

Final paper due: **July 2 by 11:59 p.m.**

Points will be assigned as follows:

- Initial case: ungraded
- 4 installments: 10 points each
- Final case: 25 points

**Grading Scale**

- A = 93 - 100
- A- = 90 - 92
- B+ = 87 - 89
- B = 83-86
- B- = 80 - 82
- C+ = 77- 79
- C = 73-76
- C- = 70 - 72
- SAT = >80
- D = 60
- F < 60

**Academic Honesty**
Since the integrity of the academic enterprise of any institution of higher education requires honesty in scholarship and research, academic honesty is required of all students at the University of Massachusetts Amherst.

Academic dishonesty is prohibited in all programs of the University. Academic dishonesty includes but is not limited to: cheating, fabrication, plagiarism, and facilitating dishonesty. Appropriate sanctions may be imposed on any student who has committed an act of academic dishonesty. Instructors should take reasonable steps to address academic misconduct. Any person who has reason to believe that a student has committed academic dishonesty should bring such information to the attention of the appropriate course instructor as soon as possible. Instances of academic dishonesty not related to a specific course should be brought to the attention of the appropriate Department Head or Chair.

Since students are expected to be familiar with this policy and the commonly accepted standards of academic integrity, ignorance of such standards is not normally sufficient evidence of lack of intent.

**Access**
The University of Massachusetts Amherst is committed to providing an equal educational opportunity for all students. If you have a documented physical, psychological, or learning disability on file with Disability Services (DS), Learning Disabilities Support Services (LDSS), or Psychological Disabilities Services (PDS), you may be eligible for reasonable academic accommodations to help you succeed in this course. If you have a documented disability that requires an accommodation, please notify the instructors within the first two weeks of the semester so that we may make appropriate arrangements.

**Observance of Religious Holidays**
University policy and Massachusetts law permit students to miss class in order to observe religious holidays. Students who need to miss a class must notify the instructor in advance.
Course Modules & Readings

Introduction
Manning, Preface (pp. xi-xii) & Ch. 1 (pp. 1-10)  
Scott (Ch. 1, pp. 3-29)  

Section One: Structure & Control

Scientific Approaches
Manning, Ch. 10-13  
Marx (1843)  
Meyer, Ramirez, Frank & Shofer (2005), pp. 1-58  

Chaordic Approaches
Birnbaum (1989), Ch. 7  
Manning, Ch. 2 & 3 (pp. 11-24, 25-34)  

Section Two: Culture, Process, & People

Political & Cultural Approaches
Manning, Ch. 6-9  
Swidler (1986)  
Tierney (1988)  

Collegial Approaches
Birnbaum (1989), Ch. 4  
Manning, Ch. 4 & 5  

Section Three: Alternate Perspectives

New Science, Feminist, Spiritual, and Social Contract Approaches
Clark (2004)  
Kezar (2004)  
Manning, Ch. 14-17  

References


