

HIED 810: Organizational Theory in Higher Education Spring 2020

Instructor

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Contact before 11pm CST. welcomed! Response times may vary.

Course Meetings

Jan. 13- March 7, Online

Course Catalog Description:

Organization theory, including fundamental questions and approaches to the study of organizations. Key organizational processes will be explored, including decision making, problem solving, communication, and change.

Course Description:

This course is designed to introduce and deepen students' knowledge around the eight major organizational theories, frames and structures found in higher education settings. Course participants can expect to develop awareness of the major frames and theories of higher education organizations; identify how organizational change processes and function vary by organizational type; describe and recall pros and cons of varying organizational types; and discuss the role of identity, power, and privilege in organizational function(s).

Course Objectives:

At the end of this course, students will be able to:

1. Categorize and apply the major theories and existing research on organizations, and critically analyze and compare theories.
2. Identify and describe the ways in which organizational theory enhances administrative effectiveness in higher education.
3. Synthesize knowledge of organizational theory with research and leadership practice.
4. Apply organizational theory to decision making, particularly when addressing organizational problems and change.
5. Describe the role of power, privilege, and identity in the function of higher education organizations by structure and type.
6. Convey a strong understanding of organizational theory through production of scholarly written material.

Expectations:

You can expect me to be responsible for responding to class discussion boards and posts on time, willing and able to participate fully; for treating your work with interest and respect; for returning your material to you in a timely manner; and for being available to help you address

whatever academic concerns you may have. In return, I expect you to participate in class discussion boards and be ready and able to participate; to treat all members of our class with respect; to do your best on your assignments; to turn in assigned work on time; and to meet with me if you have questions regarding the material or are having problems with the class.

Class participation/ Engagement: (Adapted from Melton, 2011)

To meet the learning objectives outlined for this course, you must be prepared and actively participate in the course discussions and the experiential aspects of the course. Online engagement, promptness, preparation, and participation are essential if we are to create a class community that promotes cognitive learning and skill development. Accordingly, you must adhere to the discussion board posting and response timelines. Failure to engage in the online portions of this course will severely impact your grading.

Note: The course syllabus is a general plan for the course, and our time together; deviations announced to the class by the instructor(s) may be necessary.

Any changes will be posted to D2L.

Readings & Required Texts

In order to contribute meaningfully to class discussions, you must have read and thought about your assignments and other readings before coming to class.

Required Texts:

Manning, K. (2018). *Organizational theory in higher education* (Core Concepts). (2nd Edition). New York: Routledge.

Publication manual of the American Psychological Association (6th Ed.). (2010). Washington, DC: American Psychological Association.

D2L Readings: Additional readings and assignments are on D2L:

<https://www.stcloudstate.edu/its/services/academic/>. You will log in with your Minnesota State ID and password (the same as for email). Once you log in, HIED 810 should be listed under courses.

Digital Engagement: Twitter is my favorite social networking site. It allows people to engage in dialogue around meaningful topics and removes some of the barriers between formal education and spaces for learning. I will routinely use twitter as a space to share additional articles related to this course and other things happening in higher education and student affairs. I will use the hashtag #HIED810 for articles, commentary, and musings related to our course. You are welcome, but not required, to engage this tag with me as you come across relevant information.

Communications Policy: I appreciate student eagerness and readiness to engage the course material. However, your failure to plan cannot and will not constitute my emergency. You can expect for me to generally respond to class comments and concerns within 48 hours. This timing may increase if I am away for a conference or other professional development matter. I will respond to both email and D2L posts in the course questions section within the same time frames. If there is something pressing and I have failed to respond after 48 hours, outside of a

conference or holiday, please feel free to send me a gentle reminder. You do not have to email me and post on D2L as both will come to my inbox.

Netiquette: Netiquette (or internet etiquette) is important in the function of online learning. Although I do not subscribe to the notion of setting rules for the class on my own, I ask that you consider the following-- Please treat your online course commentary as you would an in-person course. Be descriptive and detailed in your writing, critique ideas and not people, and be sure your online responses are timely, relevant, and connected. We may decide on a set of class norms for engagement together during the first week.

Course Assignments and late work: Assignments are due on the dates indicated. It might be helpful for you to use each other to review and proofread, discuss concepts, and develop ideas. However, please make sure that your work is indeed your own and that you give credit where credit is due. Typographical and grammatical errors weaken your credibility as a writer and make your arguments more difficult to understand. Your effectiveness as a presenter also affects your ability to convey concepts. Skillful use of language, proofreading, and presentation skills will be rewarded in your grade, whereas weaknesses will be noted and taken into consideration when grading. Written assignments must be submitted in APA Style (6th edition) unless otherwise noted.

Late assignments may receive less written feedback and may receive a lower grade unless you have received approval from the instructor at least 48 hours prior to the due date. Typically, late assignments will be graded as usual and then deducted one grade level. Accidents, emergencies, deaths, childbirths etc. happen. Exceptions to this policy are at my discretion.

Graded Learning Activities

For each assignment that is submitted, please include a cover sheet with your full name, assignment title or description of the particular assignment, date submitted, and course number (HIED 810). Your assignment should follow APA guidelines regarding font (Size 12 times new roman), spacing (e.g. double throughout with no additional spaces before/ after paragraphs), etc. *You should also save your assignment as “Lastname_Firstname_Assignment” (e.g. “Williams_Brit_FinalPaper” for easy tracking).* You must submit an electronic copy of your work in Microsoft Word unless assignment details or the instructor specifies otherwise.

Overall Assignments and Grading Scales	
Assignment	Point Allocation
Introductory Video & Reflection (Due Jan. 18)	10%
Weekly Discussion Board Posts and Participation	30%
Integrated Organizational Frame Short Essay (Due Feb. 1)	15%
Four Square: A Digital Table Talk (Due Date Varies)	25%
Organizational Assessment Paper or OpEds (Due March 4)	20%
Total Points	100

Grading Scale	Point Allocation
A	91-100
B	80-90
C	76-79
D	70-75
Less than 70 is an F	

Introductory Video & Organization Reflection [10%]

In 5-7 minutes (min. 5 and max 7), record a video of yourself introducing who you are, where you work(ed) functionally, and the types of higher education institutions you have served at (e.g. HBCU, Regional, Research, etc.) using Kaltura. You can find information about these classifications using the “Carnegie classification model” online. After this, describe the types of work organizations you believe you have worked within—are they spiritual, feminist, cultural, bureaucratic, etc. based upon the descriptions in the *opening* of the Manning (2018) text. Some questions to consider answering in your video: Is this the type of organization you would like to work within? What is your ideal organizational structure? Share why you believe this about your past and preferred work environments. Upload your video to the D2L discussion board for this video assignment. Once you have submitted your video, watch three of your classmates’ videos and engage with their understandings and experiences. Where do your work experiences align? Where do they diverge? How might their skillset(s) be useful in an organization like your own? What about an organization you aspire to work within? Is there something you want to push back against? This assignment is due Jan. 18th 11:59pm CST.

Section	Point Allocation
Introduction, work backgrounds/ professional institution types, Carnegie classification, and related context	2
Description of perceived organization types	2.5
Discussion of the perceived organization type based within the context of the organizing frames	2.5
Response to three peers	3
Total	10

The introductory video reflection and peer engagement is worth 10% of your final grade.

Weekly Discussion Board Posts and Participation [30%]

As an online only course, discussion board engagement is paramount to classroom success. Each week, you should begin a thread in the weekly discussions board detailing your highs and lows of the week’s readings, how the reading might inform your practice as an administrator or gives you greater insight into university functions, and what you would like to know more about related to this organizational frame. In addition to your weekly posts, there is an expectation that you actively engage in discussion board responses each week. You must respond to at *least* four of your peers’ weekly responses. This means more than simply agreeing or cosigning but adding substantive comments or critiques (we critique ideas, not people) that are original and of quality. For example, you may wish to share links to readings, posts, twitter threads, poems, YouTube

videos, etc. that connect with your comments and the posts. You may also choose to record a video response (max 4 minutes). **Please Note:** Discussion board posts will begin with Week 2 of class (Jan. 19). You must contribute to at least SIX weeks of discussion board posts. Written discussion board posts must be 500-700 words and include a wordcount (references/ links/ end notes/ etc. do not count towards this count). Video posts must be 4-7 minutes plus any additional links and references.

There are eight weeks total in this course: Week 1 (Jan. 13-18); Week 2 (Jan. 19-25); Week 3 (Jan. 26-Feb. 1); Week 4 (Feb. 2-8); Week 5 (Feb. 9-15); Week 6 (Feb. 16-22); Week 7 (Feb. 23-29); Week 8 (Mar 1-7). Discussion board posts must begin the week of Jan. 19. Given the requirements presented here, you are allowed ONE “bye week” for posting and responding. For your bye week, please create a new thread, as usual, with the name “Bye Week” for easy tracking. Use the following guidelines for discussion board posts:

- **Sunday-Tuesday:** Create your initial discussion board posts by Tuesday at 11:59pm CST
- **Wednesday- Saturday:** Respond to at least 4 of your peers’ threads by Saturday at 11:59pm CST

Section	Point Allocation
Discussion board post: Inclusive of depth, reflection, and serious engagement	3
Response to four peers: Inclusive of depth, reflection, and serious engagement	2
Total (per week—submit six for full credit)	5

Weekly discussion board threads and responses are worth 30% of your final grade.

Integrated Organizational Frame Short Essay [15%]

The purpose of this assignment is to provide you with an opportunity to synthesize one of the nine major higher education organizational frames, and to reflect upon, describe, and identify how this frame manifests (current or previous) within your higher education career. Choose one of the frames covered within the first three weeks of the course. In 1500-2000 words describe the major tenets of this organizational frame (cite, carefully and properly). Once you have described the major tenets of this organizing theory, describe how you have seen, read about, or experienced the function of this frame in higher education. Close your essay with a description of how you might adjust your approaches to higher education practice given the framework at hand. Please include a word count at the end of your assignment. The title page and references are excluded from the word count. This assignment is due Feb. 1st 11:59pm CST.

Section	Point Allocation
Overall grammar, introduction, conclusion, structure, syntax, APA, and professionalism	5
Major Tenets	5
Contemporary Examples and Manifestations (examples)	3
Practical Adjustments and Recommendations	2

Total	15
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The Integrated Organizational Frame Short Essay is worth a total of 15% of your final grade in this course.

Four Square: A Digital Table Talk [25%]

This assignment is adapted from the popular *Red Table Talk* show on Facebook Live. As you move through your career, the ability to convey difficult and complex problems on video and in real time will become more significant and relevant. Moreover, you may find your university in a scandal and be asked to comment without any proper notice. You may be able to decline in such an instance; however, knowing how to provide a big picture of larger issues to help quell fears and issues could be useful. This assignment will allow you to practice these skills. For this assignment, you will need to create a group of four-to-five (this number may vary by course enrollment). As a team you will develop an engaging 10-minute roundtable video session where you will discuss **one** of the major higher education organization frames discussed in *weeks four through six* of class within the context of a reported news event. Your group should become an “expert” on your selected area of focus (e.g. Bureaucracy).

During your digital table talk, provide an overview of the current event or news you will explore. From there, explain which frame you will use to explore this event and how you collectively understand the frame and event. Discuss which campus stake holders are privileged within this frame and event. Which people and/or groups are minoritized within the context of this frame and event? Describe why. What considerations should be made based upon the event context and frame? How might decisions differ across campus in how to respond to this issue depending upon the office or workplace one is a part of? Where does your group agree the frame show(ed) up in campus decision making? Where did you disagree? Why?

Each group is responsible for recording their 10-minute table talk prior to the week of their class discussions. The talk should be uploaded by Monday at 12pm CST for the week’s reading and discussion board dialogue. Every student is required to respond to the digital table talk and all members or the facilitation group should moderate the commentary and respond as appropriate. This assignment may require you to develop plans by email, “meet” off D2L, etc. so prepare ahead of time. Although we expect to see a shared screen featuring all of your faces during this table talk, you are encouraged to be as creative (or not) in your approaches to this assignment as desired.

When a group (other than your own) is hosting a table talk, you should respond to their videos in the discussion section. You are all required to respond to every table talk you are not hosting at least once. You may choose to bring some elements of their table talk into the current or next week’s discussion board posts as a point of entry. *We will finalize logistics during the first week of class.*

Note: This assignment does not replace the weekly discussion board post; however, you may want to use the week of your presentation as your discussion board “bye” week.

Section	Point Allocation
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Explanation of current event under discussion	2
Explanation of the frame	5
Campus stakeholders impacted (privileged vs. minoritized)	4
Discussion of considerations and differential responses	3
Clear explanation of agreement and disagreements within group (there may be both—disagreement is welcomed)	4
Discussion board facilitation and timely postings	5
Video length (no more than 10 minutes, no less than 9)	2
Total	25

Four Square Digital Table Talk is worth 25% of your final grade.

Organizational Theory in Practice: Assessment Paper OR OpEd Series [20%]

For your final assignment, you will complete either an assessment paper OR an OpEd series. This assignment is due on March 4 at 12pm CST.

Option A: Assessment Paper

It is important for you to be able to not only identify the types of structural organizational frames in higher education, but to also explore how they work. This will be helpful to you as you plan the next stages of your higher education career and might even be a way to distinguish between two competing job offers. Accordingly, you must be able to externally assess how organizational structures (or frames) can impact an office within higher education institution. Choose a higher education office or functional area, outside of your own, that you want to know more about.

With the permission of someone from your chosen office or functional area, spend four to five hours over the course of the semester observing their office function(s) and interactions. Based upon your observations, which frame would you ascribe to this office? How do people within this office interact as colleagues? How does the office and office employees interact with students? Where do they exist within the overall area or campus organizational chart? In addition to observing office functions, spend at least 30 minutes and no more than 60 minutes speaking with at least one or two people within the office or functional area you selected to observe. How do they understand their organizational structure? What would they like to see more of? What improvements could be made?

Once you have done this, complete an overall assessment of the office. In 12-15 pages (excluding references) explain the following: What functional area/ office did you observe and which people within this area did you speak to? What frame(s) does it fit within? How? What did you notice that aligned with the frame? What did not? Your paper should have the following sections: (1) Abstract; (2) Introduction; (3) context; (4) literature review; (5) associated organizational theory; (6) methods; (7) findings; (8) conclusion; and, (9) summary.

Rubric:

Section	Point Allocation
Introduction and Abstract	2

Office structure, background, and function [context]	3
Literature Review	2
Associated Organizational Theory	4
Methods (What exactly did you do/ when/ where)	1
Findings (Observations and interview data)	3
Conclusion and Summary Paragraph	2
Overall grammar, syntax, APA, and professionalism	3
Total	20

Option A: SCSU Blog Op-ed Series

Campus professionals are routinely tapped to give their opinion on issues in higher education. Others offer insight into the innerworkings of higher education organizations and student experiences through essay submissions to blogs, news mediums, and online platforms like TedX. In lieu of a traditional assessment paper, you may opt to submit a three-part op-ed series on a higher education office and/or workplace.

Choose a higher education office or functional area, outside of your own, that you want to know more about. With permission of someone from this office or functional area, spend several hours (minimum of 4) over the course of the semester observing office function(s). Based upon your observations, which frame would you ascribe to this office? How do people within this office interact as colleagues? How does the office and office employees interact with students? Where do they exist within the overall area or campus organizational chart? In addition to observing office functions, spend at least 30 minutes and no more than 60 minutes speaking with at least one or two people within the office or functional area you selected to observe. How do they understand their organizational structure? What would they like to see more of? What improvements could be made?

Once you have done this, you will submit a three-part-series of blog posts (1500-2000 words each) detailing the following: (A) Op-ed One: Office structure, background, and function [context]; (B) Op-ed Two: Associated organizational theory and findings from your time there; and, (c) Op-ed Three: Discussion/ Implications/ Conclusion. Include a wordcount at the close of each op-ed series piece. You must also write a 100 word abstract detailing what is covered across the Op-ed series. Your Op-ed posts MUST be in APA format and display the mechanics of good academic writing. Additionally, they must interweave a strong readability tone for people who may be unfamiliar with the offices you've selected and the overall structure of higher education.

You may find an example here:

- Part I: <https://www.theatlantic.com/education/archive/2016/03/where-admissions-went-wrong/475575/>
- Part II: <https://www.theatlantic.com/education/archive/2016/03/college-admissions-narcissists/475722/>
- Part III: <https://www.theatlantic.com/education/archive/2016/03/the-commodification-of-higher-education/475947/>

Rubric:

Section	Point Allocation
Op-ed One: Clearly explains Office structure, background, and function [context]; details why you are writing this series and why readers should care about the series; includes history and other important narrative information	4
Op-ed Two: Articulates understanding of the associated organizational theory and findings from your time within the organization; reveals what they do, when, how, and what it means within their campus and campus area control	4
Op-ed Three: Shows a clear connection to the previous two op-eds, findings, and why your topic matters to higher education stakeholders. Includes a clear and concise list of implications/ conclusion for the field broadly. Offers suggestions for additional reading	4
Overall grammar, syntax, APA, and professionalism across the Op-Ed series	6
Creativity, images, headings, titles, etc.	2
Total	20

The organizational theory in practice assignment is worth 20% of your final grade.

FINAL ASSIGNMENT FEEDBACK: For this assignment, you may select the depth of feedback you wish to receive. This practice is adapted from Longhurst (2019) in an effort to best support you and what you need. You have three options: Option A: A letter grade with no comments. Option B: Overall comments and a letter grade. Option C: Comments throughout, overall comments, and a letter grade. Please list which option you would prefer on your assignment cover sheet. *If you do not select one, you will be given Option A.*

Weekly Class Schedule

Note: Readings not in assigned texts will be available on D2L for this course. Other readings may be added as needed throughout the semester. The syllabus is a dynamic document, while most things are fixed, changes are sometimes necessary.

Week 1	
Week 1 Jan. 13- Jan. 18	<i>Topics Covered:</i> Introductions & Setting the Stage
<p>Manning, Chapter 1</p> <p>Kelchen, R. (2018, February 22). “Why Accountability Efforts in Higher Education Often Fail.” <i>The Conversation</i>. Retrieved from: www.theconversation.com/why-accountability-efforts-in-higher-education-often-fail-91716</p> <p>Loeb, S., Paglayan, A., & Taylor, E.S. (2015). Understanding Human Resources in Broad-Access Higher Education. In Kirst, M.W & Stevens, M.L. (Eds.), <i>Remaking College: The Changing Ecology of Higher Education</i>. Stanford University Press. Pp. 213-236</p> <p>Saunders, D. B. (2010). Neoliberal ideology and public higher education in the United States. <i>Journal for Critical Education Policy Studies</i>, 8(1), 41-77.</p> <p>Stevens, M. (2015) Introduction: The Changing Ecology of U.S. Higher Education. In Kirst, M.W & Stevens, M.L. (Eds.), <i>Remaking College: The Changing Ecology of Higher Education</i>. Stanford University Press, pp. 1-18.</p> <p>Vuori, J. (2018). Understanding academic leadership using the four-frame model. <i>Theoretical and Methodological Perspectives on Higher Education Management and Transformation: An advanced reader for PhD students</i>.</p> <p>Required Deadlines:</p> <ul style="list-style-type: none"> • Introduction Video Due (Post Due Jan. 16 by 12pm CST ; Replies due Jan. 19 12pm CST) 	

Week 2	
Week 2 Jan. 19- Jan. 25	<i>Topics Covered: Bureaucracy & Collegium</i>
<p>Manning, Chapter 2</p> <p>Manning, Chapter 3</p> <p>Carroll, D. (2017). A faculty Woman of Color and micro-invalidations at a White research institution: A case of intersectionality and institutional betrayal. <i>Administrative Issues Journal</i>, 7(1), 4.</p> <p>Schmidt, C. E., McNulty, B., Howard-Baptiste, S., & Harvey, J. (2017). Perspectives about how to define and use collegiality in higher education. <i>International Journal of Kinesiology in Higher Education</i>, 1(1), 28-34.</p> <p>Simon, C. (2017, Sep 5). Bureaucrats And Buildings: The Case For Why College Is So Expensive. <i>Forbes</i>. Retrieved from: https://www.forbes.com/sites/carolinesimon/2017/09/05/bureaucrats-and-buildings-the-case-for-why-college-is-so-expensive/#26c61201456a</p> <p>Suggested Deadlines:</p> <ul style="list-style-type: none"> • Discussion Board Post #1 • Select group members/ Opt-in to groups for Digital Four Square • Review Course Welcome Video for Syllabus review/ assignment information 	

Week 3	
Week 3 Jan. 26- Feb. 1	<i>Topics Covered: Cultural & Feminist / Gendered</i>
<p>Manning, Chapter 4</p> <p>Manning, Chapter 5</p> <p>Lester, J., Sallee, M., & Hart, J. (2017). Beyond gendered universities? Implications for research on gender in organizations. <i>NASPA Journal About Women in Higher Education</i>, 10(1), 1-26.</p> <p>Nicolazzo, Z. (2017). Imagining a trans* epistemology: What liberation thinks like in postsecondary education. <i>Urban Education</i>, 0042085917697203.</p> <p>Patton, L. D. (2016). Disrupting postsecondary prose: Toward a critical race theory of higher education. <i>Urban Education</i>, 51(3), 315-342.</p> <p>Ray, V. (2019). A theory of racialized organizations. <i>American Sociological Review</i>, 84(1), 26-53.</p> <p>Required Deadline:</p> <ul style="list-style-type: none"> • Integrated Organizational Frame Short Essay Due (Feb 1 at 11:59pm) <p>Suggested Deadlines:</p> <ul style="list-style-type: none"> • Discussion Board Post #2 	

Week 4	
Week 4 Feb. 2 – Feb. 8	<i>Topics Covered:</i> Institutional Theory and Organized Anarchy
<p>Manning, Chapter 6</p> <p>Manning, Chapter 7</p> <p>Bealing Jr, W., Riordan, D., & Riordan, M. (2011). Institutional Theory in College Restructuring: Myth or Reality?. <i>Journal of Case Studies in Education</i>, 2.</p> <p>Teece, D. J. (2018). Managing the university: Why “organized anarchy” is unacceptable in the age of massive open online courses. <i>Strategic Organization</i>, 16(1), 92-102.</p> <p>Required Deadlines:</p> <ul style="list-style-type: none"> • Groups 1 & 2 Four Square Due (Table Talk Videos Due Feb. 3 at 12pm CST; Responses due Feb. 8 by 11:59pm) • Submit your selection for the final paper and Topical Areas/ Focus (e.g. OpEd or Scholarly Assessment) <p>Suggested Deadlines:</p> <ul style="list-style-type: none"> • Discussion Board Post #3 	

Week 5	
Week 5 Feb. 9 – Feb. 15	<i>Topics Covered:</i> Political and Spiritual
<p>Manning, Chapter 8</p> <p>Manning, Chapter 9</p> <p>Commodore, F. (2018). The tie that binds: Trusteeship, values, and the decision-making process at AME-affiliated HBCUs. <i>The Journal of Higher Education</i>, 89(4), 397-421.</p> <p>Zarifa, D., & Davies, S. (2018). Structural Stratification in Higher Education and the University Origins of Political Leaders in Eight Countries. <i>Sociological Forum</i>, 33(4), pp. 974-999.</p> <p>Required Deadlines:</p> <ul style="list-style-type: none"> • Groups 3 and 4 Four Square Due (Table Talk Videos Due Feb. 10 at 12pm CST; Responses due Feb. 15 by 11:59pm) <p>Suggested Deadlines:</p> <ul style="list-style-type: none"> • Discussion Board Post #4 	

Week 6	
Week 6 Feb. 16 – Feb. 22	<i>Topics Covered: Case Studies and Practice Shifts in Organizational Theory</i>
<p>Commodore, F., Gasman, M., Conrad, C., & Nguyen, T. H. (2018, May). Coming together: A case study of collaboration between student affairs and faculty at Norfolk State University. In <i>Frontiers in Education</i> (Vol. 3, p. 39). Frontiers.</p> <p>Davis, D., & Binder, A. (2016). Selling students: The rise of corporate partnership programs in university career centers. In <i>The university under pressure</i> (pp. 395-422). Emerald Group Publishing Limited.</p> <p>Eaton, C., Kulkarni, S., Birgeneau, R., Brady, H., & Hout, M. (2019). The Organizational Ecology of College Affordability: Research Activity, State Grant Aid Policies, and Student Debt at US Public Universities. <i>Socius</i>, 5, 2378023119862409.</p> <p>Hearn, J. C., & Ness, E. C. (2017). The ecology of state higher-education policymaking in the US. In D. Palfreyman, T. Tapper, & S. Thomas (Eds.) <i>Towards the Private Funding of Higher Education: Ideological and Political Struggles</i> (pp. 19-47). Routledge.</p> <p>Leslie, D. W., & Berdahl, R. O. (2008). The politics of restructuring higher education in Virginia: A case study. <i>The Review of Higher Education</i>, 31(3), 309-328.</p> <p>Shaw, M. D. (2016). Organizational Change as a Function of Disaster Recovery: Lessons from Gulf Coast Institutions. <i>College Student Affairs Journal</i>, 34(3), 62-75.</p> <p>Suggested Deadlines:</p> <ul style="list-style-type: none"> • Discussion Board Post #5 	

Week 7	
Week 7 Feb. 23 – Feb 29	<i>Topics Covered:</i> Creation and Maintenance of Organizational Power Structures
<p>Bastedo, M. N. (2009). Convergent institutional logics in public higher education: State policymaking and governing board activism. <i>The Review of Higher Education</i>, 32(2), 209-234.</p> <p>Browning, H., & Palmer, P. (2019). <i>Code word FIT: Exploring the systematic exclusion of professionals of color in predominantly White institutions</i>. In B. Reece, V. Tran, E. DeVore, & G. Porcaro (Eds.), <i>Debunking the Myth of Job Fit in Higher Education and Student Affairs</i> (pp. 147-165). Sterling, VA: Stylus.</p> <p>Deterding, N. M., & Pedulla, D. S. (2016). Educational authority in the “open door” marketplace: Labor market consequences of for-profit, nonprofit, and fictional educational credentials. <i>Sociology of Education</i>, 89(3), 155-170.</p> <p>Hollis, L. P. (2015). Bully university? The cost of workplace bullying and employee disengagement in American higher education. <i>Sage Open</i>, 5(2), 2158244015589997.</p> <p>Keaveney, S. (2016, October 17). Universities Are Churning Out the Next Generation of Higher Ed Bureaucrats. <i>The James G. Martin Center for Academic Renewal</i>. Retrieved from: https://www.jamesgmartin.center/2016/10/universities-churning-next-generation-higher-ed-bureaucrats/ *(Required: Read the comments)</p> <p>Poon, O. A. (2018). Ending White innocence in student affairs and higher education. <i>Journal of Student Affairs</i>, 27, 13-21.</p> <p>Suggested Deadlines:</p> <ul style="list-style-type: none"> • Discussion Board Post #6 	

Week 8	
Week 8 Mar. 1 – Mar. 7	<i>Topics Covered: Conclusions & Closing the Loop</i>
Manning, Chapter 10	
Gonzales, L. D., Kanhai, D., & Hall, K. (2018). Reimagining organizational theory for the critical study of higher education. In <i>Higher education: Handbook of theory and research</i> (pp. 505-559). Springer.	
Required Deadlines:	
<ul style="list-style-type: none">• Organizational Theory in Practice Final Due (March 4 @ 12pm CST)	

Additional University Policies, Course Norms and Resources

University Policies

Accessibility and Accommodations: “SCSU is an affirmative action, equal opportunity employer and educator. We are committed to a policy of nondiscrimination in employment and education opportunity and work to provide reasonable accommodations for all persons with disabilities. Accommodations are provided on an individualized, as-needed basis, determined through appropriate documentation of need. Please contact Student Accessibility Services (SAS), sas@stcloudstate.edu or 320-308-4080, Centennial Hall 202, to meet and discuss reasonable and appropriate accommodations.”

Academic Integrity: St. Cloud State University’s Student Code of Conduct states: “Any student, student organization, or club alleged to have violated an established University policy, no matter when discovered, is subject to the student conduct process, according to the provisions outlined in the St. Cloud State University Student Code of Conduct.” As students enrolled in this course, it is your responsibility to maintain the highest standards of honesty and integrity throughout your academic career. Penalties for academic dishonesty are severe and ignorance is not an acceptable defense. Accordingly, I position academic honesty as performing all academic work without plagiarism, cheating, lying, tampering, stealing, receiving unauthorized or illegitimate assistance from any other person, or using any source of information that is not common knowledge without citing the source appropriately. For this course, the acceptable citation format is the Publication Manual of The American Psychological Association 6th Edition. Any suspicion of academic dishonesty will be reported according to the St. Cloud State University Student Code of Conduct. If I have concerns about academic dishonesty in your work, I will discuss it with you before moving forward with University procedures.

Students are responsible for reading and abiding by the honesty policy and Student Code of Conduct, which is found at: <https://www.stcloudstate.edu/studenthandbook/code/default.aspx>.

Our Husky Compact: <https://www.stcloudstate.edu/ourhuskycompact/>

Course Norms

Special learning needs: I want this to be a successful classroom experience. If you have a documented disability or any other needs and wish to discuss academic accommodations, please contact Dr. Williams as soon as possible. Necessary academic accommodations will be made based on the recommendations received from Student Accessibility Services. You must typically be registered with the Student Accessibility Services to receive academic accommodations. However, I am aware of the associative costs with this process. Students may wish to discuss reasonable accommodations without documentation on a case by case basis.

Self-care: Engaging in graduate scholarship can be heavy. Students are encouraged to find ways to support themselves and their peers throughout this course. Students may also discuss these opportunities with me. There may be moments of frustration, discomfort, and even discontent. Students are encouraged to use campus counseling services and other resources to ensure self-care and to take breaks from course material as necessary.

Communications Policy: All communications from me, to you, will take place using your SCSU email and/or D2L Brightspace. You should check your email and D2L course page regularly. I generally respond to emails within 48 hours. However, my response to email may be delayed between 11pm and 8am, during weekends, and on holidays.

Religious Beliefs and Practices; Non-Discrimination & Anti-Harassment; Conflict Mediation Program: Students will **NEVER** be penalized due to observances of religious beliefs in my classroom. Whenever possible, students will be given reasonable accommodations to make up any and all academic assignments that may have been missed due to participation in a religious observance. It is each student's individual responsibility to inform Dr. Williams as soon as possible of any (un)intended absences for religious observances.

“It is the policy of St. Cloud State University to make good faith efforts to reasonably accommodate religious practices, obligations, or observation of religious holidays (holy days) to honor the sincerely held religious beliefs of students, faculty and staff with respect to all academic and other work requirements unless doing so would pose an undue hardship. Optional events that may be viewed as religious or spiritual in nature, such as a wedding, are not official practices or obligations and are not included in this policy. Optional extensions to the religious practice, obligation, or holiday, such as traveling to a location that is not required for the observation or adding extra days for celebration or visitation are also not included in this policy.” This policy can be found at <https://www5.stcloudstate.edu/Policies/SCSU/Viewer.aspx?id=27>.

The University also provides conflict mediation to assist all members of the University community. “If you are experiencing ongoing, regular conflict, you will almost certainly feel better empowered to manage your conflict situation more effectively as a result of conflict coaching. However, your coaching conversation probably will entail some thought-provoking, challenging questions from your conflict coach. And it's probably not a quick fix.” To learn more about the University mediation program, visit <https://www.stcloudstate.edu/mediation/conflictcoaching.aspx>

Resources:

The Write Place: “The Write Place offers free, one-on-one and small group tutoring to all members of the St. Cloud State community from any discipline in face-to-face and synchronous online appointments. We work with writers from all levels of experience, ability and expertise. Writers at any stage in the writing process work with trained writing consultants, who help them identify writing strengths and potential problems, teach students strategies for revision and editing, and provide information about writing conventions in the academy.”

Food and Housing Insecurity: “Any student who faces challenges securing their food or housing and believes that these needs may affect their academic performance in this course, is urged to contact Taunja Meers, the Case Manager, who is housed in CAPS (Counseling and Psychological Services) at 320-308-3171 for possible assistance. Feel free to talk to the professor of this course for assistance in accessing this resource if needed.”

Sexual and Relationship Violence: In the event that you choose to write or speak about having survived sexualized violence, including rape, sexual assault, relationship violence, or

stalking and specify that this violence occurred while you were an SCSU student, federal and state education laws require that, as your instructor, I notify the Title IX officer, Ellyn Bartges. She (or her designee), will contact you to let you know about accommodations and support services at SCSU and possibilities for holding accountable the person who harmed you.

If you do not want the Title IX Officer notified, instead of disclosing this information to your instructor, you can speak confidentially with the following people on campus and in the community. They can connect you with support services and discuss your options.

SCSU’s Gender Violence Prevention Program	320.308.3995 Lee LaDue
Central Mn Sexual Assault Center (Community program)	320.251.4357 800.237.5090 24-hour hotline
SCSU Counseling and Psychological Services https://www.stcloudstate.edu/counseling/ Open Monday-Friday 8-4:30pm	320.308.3171
SCSU Health Services Open Monday-Friday 8-4:30pm	320.308.3191

If you are a survivor or someone concerned about a survivor and need immediate information on what to do, please go to <http://www.stcloudstate.edu/womenscenter/> or <https://www.stcloudstate.edu/oea/support.aspx>

Counseling and Psychological Services: If you are feeling stressed, or just feel like you need to talk through some things, I encourage you to schedule an appointment or stop into the office. If you would like someone to walk over with you, please ask me!

<https://www.stcloudstate.edu/counseling/>

320-308-3171

Location

Eastman Hall

Hours

8 a.m. - 4:30 p.m. Monday-Friday during the academic year

7:30 a.m. - 4 p.m. Monday-Friday during the summer

After Hours

Use any of these crisis resources:

- Local crisis line at **320.253.5555** or **800.635.8008**
- [National Suicide Prevention Lifeline](#) or call 1.800.273.8255
- [ULifeline](#)
 - 1.800.273.TALK (8255)
 - Text "START" to 741-741