EDHE 6710  
All Sections (Online)  
Organization and Administration of Higher Education  
Fall 2020  
Course Syllabus

Instructor Information:

Cliff Harbour, J.D., Ed.D.  
(pronouns: he/him/his)  
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Co-Instructors (with specific limited duties):  
Jonathon Sanders, Ph.D. Student  
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Catalog Course Description:

Examination of the theoretical principles of organizational behavior, leadership and institutional culture applied to a functional examination of administrative roles in higher education.

Course Objectives:

To understand and explain the major cultural models of higher educational institutions and their implications for leadership.

To analyze the role of leaders and institutional context in accomplishing organizational change.

To understand and explain the significance of globalization and neoliberalism for American higher education.

To develop writing, discussion, and presentation skills as appropriate to graduate study and professional practice.

Required Texts:


Selected journal articles (or book chapters) as noted in the syllabus. You can access them at the Library’s Guide for our course. Then, when you get to this page, check out the Required Readings tab on the left hand side of the screen.

Class Meetings:

Online (UNT Canvas). Also, I will be providing short videos (10 to 15 minutes) as a part of the second week in every content module (Modules 1 through 7) that will summarize some of the major points developed in that module.

Regular Office hours:

Tuesdays, 3:00 pm – 4:00 pm
Wednesdays, 2:00 pm – 5:00 pm
And by appointment.

All office hours meetings and appointments outside of office hours will be via Zoom or phone.

Course Procedures:

The course will be delivered online in a module format. Each content module will extend over a two-week period - although I may expand or contract this time period as needed. The projected calendar for the modules is provided below. Modules will not open up until the assigned calendar date but, will then remain open for the duration of the semester. A critical component of the course is your interaction with me and other students, therefore, the course is not organized for individual paced content and assessment. I expect you to be logging into the course shell at least three times each week. Also, please note that although we will have online student facilitation each week, the requirement for your participation in posting as a respondent will be limited to 8 weeks, as assigned.

Grading and Evaluation:

Your grade for this course will be based on your performance on the assignments listed below. Also, although assignment grades will be given in terms of points (e.g. 18 out of 20), please remember we are using a 100 point total scale for the course. So, at the end of the course, 90 to 100 points will be an A; 80 to 89 points will be a B, 70 to 79 points will be a C. Please consult the current Toulouse Graduate School Catalog for the kind of work associated with each letter grade (e.g., A = excellent, B = good, C = fair, etc.) for assignments and for the final course grade. Here are the point allocations for the assignments:

20 points – Presentation and Facilitation of an Assigned Reading

40 points – Literature Review Paper
Learning Activities and Assessment:

A. Presentation and Facilitation of an Assigned Reading (20 points): Each student must make a written presentation of an assigned reading. Your written presentation will be a three-page paper (a Word doc or pdf - double spaced, not including title page or references) provided to the class in an online Canvas discussion thread. The written presentation (your three-page paper) must be attached to a reply you will post in the assigned discussion thread. Your reply (with the attached three-page written presentation) must be posted on Monday for the week the reading is assigned - the day the discussion thread opens up. Your three-page written presentation must be organized in the following manner:

The author's purpose.

The strategy used by the author(s) to accomplish the purpose.

The conclusions reached by the author(s).

Your summary of the reading.

Your critical assessment of the text.

Very Important: I will make the presentation and facilitation assignments and post them in Canvas in an announcement on or about August 31, 2020, but you may e-mail me now at Cliff.harbour@unt.edu with your preferences for dates and readings. I know everyone is very busy with many commitments so I will try to accommodate your requests. However, at the end of the day, I need to ensure that the course "works" and our readings are covered, so please anticipate that you could be given an assignment to present a reading at any time during the semester. You will see on the assignment sheet (that I post on or about August 31) that your assigned presentation will be scheduled within a specific module and then also within a specific week of the module (First Week or Second Week).

When the presentation assignments are made, please note when you have the responsibility to present (write and post your three-page written presentation) and then also facilitate the online discussion on that reading. I will not remind you of this responsibility once the assignments are made. Please expect that each week, more than one person will be presenting and this may be on the same chapter or article.

After you post your written presentation on Monday, I will post a question in the appropriate discussion thread by the next day (on Tuesday) and you will be the facilitator guiding the class as
our classmates respond to the question. The discussion thread will be open for postings until the next Sunday. This means you will post your three-page written presentation on Monday, I will post a question (or two) on Tuesday, and a portion of the class will be expected to respond and discuss over the next five days. If you are the presenter/facilitator for a specific reading, I expect you to be available through the week, including the weekend to facilitate. (Please do read the posting instructions in the modules carefully.)

I will serve as your co-facilitator for this assignment (on some occasions, my Co-Instructor may take the lead in this work). But, you will need to acknowledge replies by your classmates and respond to their observations, questions, and musings about the reading and my questions. Half of your grade for each of these assignments will be based on the quality and accuracy of your written presentation and the other half will be based on the quality and timeliness of your online facilitation in the discussion thread.

Very important: These presentations (and the discussion that follows) are a critical part of the course. Accordingly, it is very important that you complete your three-page paper and post it by the assigned Monday.

B. Literature Review Paper (40 points): Each student must complete and send me (as qualified below) a literature review paper. Each student must select a theme regarding higher education organization and administration and prepare a paper analyzing and interpreting this theme as reported in relevant scholarly literature. The paper should not involve data collection or data analysis. A two-page proposal (double spaced and with anticipated references) must be posted to the Student Submissions Module by September 14, 2020. I will read these and you should proceed with your paper unless we contact you with specific questions.

Your discussion in the literature review paper must be supported by a review of at least six book chapters or peer reviewed journal articles. Four of these must be assigned readings for this course as noted in the syllabus. The other two must be selected by you from a peer reviewed journal or scholarly book addressing higher education topics. Please note, however, that these last two readings may be from one of the books we are reading, if the chapter is not assigned in the syllabus.

This means that your Lit Review Paper is really a consequence of your selecting four readings assigned for the course (each must be an assigned chapter or an assigned journal article) and then selecting another two on your own. The challenge, of course, is to select six readings (total) that all address, to some extent, a topic you wish to write on.

Your paper, double spaced and excluding title page, abstract, and references, should be no less than 15 pages and no more than 18 pages in length - with this important qualification. The 15 to 18 page range is for doctoral students. The page range for masters students is 13 to 16 pages. The paper must comply with all requirements presented in the APA’s Publication Manual 7th edition. The paper must be e-mailed to me at Cliff.Harbour@unt.edu as a Word doc attachment (not a link) by November 2, 2020.

The paper must be organized in the following manner with the underlined headings:
Introduction: Describe the purpose, scope, and strategy of your paper (1 to 2 pages).

Review of the literature: Review the six peer reviewed journal articles or book chapters (7 to 9 pages).

Interpretation: Discuss two themes, issues, problem, etc. that you see emerging from the reviewed literature. Also, explain what insights you gained regarding your topic (4 to 5 pages).

Conclusion: Summarize the paper and offer recommendations for research and/or practice (1 to 2 pages).

The purpose of the Literature Review Paper is to provide you with an opportunity to study scholarly publications on a higher education organization and administration topic that you find interesting and then critically review them.

C. Issues Memo (20 points): Each student must complete an Issues Memo in which you interview a higher education staff person or administrator (not a faculty member) and invite them to describe a major challenge in which they needed to work (as a leader or follower) in developing or implementing a solution to a problem. Your task is to understand the problem and then assess the degree to which the leader for the group used Bolman and Deal's four frame theory. The Issues Memo must be double-spaced, at least 7 pages in length (excluding title page and references), and must be organized in the following manner with the underlined headings:

The Context. Place the problem in the context of higher education organization and administration (1/2 page).

The Problem and Response. Describe the problem and the leader's response (4 pages).

The Four Frame Theory: Describe the leader's response in view of Bolman and Deal's four frame theory (2 pages).

Conclusion: Offer your conclusions on the leader's actions in view of their responsibilities and the four frame theory (1/2 page).

You must use pseudonyms to identify your leader and their department, college and institution. And, given the ongoing pandemic, your interview must be by telephone or Zoom. The Issues Memo must be submitted to me by November 30, 2020 as a Word doc attachment (not a link) e-mailed to Cliff.Harbour@unt.edu. To do well on this assignment, you will need to be reading Bolman and Deal, before it is discussed in class.

D. Class Participation (20 points). Each student must participate in online discussion in each module, excluding the Start Here Module. For the Start Here Module, everyone must post (to introduce yourself). After the Start Here Module (the first week), however, each Module will have two parts – First Week and Second Week. You will only be required to post in in one of the
two weeks comprising the Module. Please note that these assignments for your participation postings will be made in a course announcement. Please watch for this announcement which will be posted on or about August 26. Assignments for participation postings will be made using a cohort system (The Coyotes, The Bobcats, The Eagles, and The Pronghorn).

As a practical matter, this format for participation will mean that you must participate in every Module or, in other words, for every major content area of the course. However, your participation will only be in one of the two weeks for each module.

Please try to be concise in your postings. Concision leads to clarity. Please read the instructions in each Module so you know what you need to do and when! You must participate in each Module (for a total of eight participations – the Start Here Module and each of the following seven Modules as assigned below), however,… everyone also gets one free unexcused absence for one week. Please note, however, you cannot use this unexcused absence for a week if you are assigned to present in that week. Two or more unexcused absences will result in assigning a grade of 0 points for participation. If a student is absent for more than one Module, he or she must schedule a meeting (in person or telephone conference) with me. For further information on the UNT Attendance Policy and guidelines for excused absences, student should consult the policy at: http://www.unt.edu/policy (see 6.039).

Very important: In order to earn your participation points, your participation in discussion threads must be timely and substantive. Your participation must occur during the assigned period. Late postings (after the assigned period but while the module is open), will not count towards participation. You do not need to make extensive comments to earn the participation points but they must be meaningful and not simply a greeting or restatement of what others have said. The goal for participation is not perfection - its participation. Still,... you need to... Think. Discuss. Be engaged. Timeliness and quality will be the touchstones used in assessing participation as reflected in your postings in the discussion threads.

Very important: I will not provide an assessment of your participation until the end of the course. Accordingly, you have the responsibility of ensuring that your participation is thoughtful. The purpose of this activity is to promote growth in your understanding of higher education organization and administration through engagement with course materials and colleagues.

Late Work. Unless excused for medical or other reasons approved by the Instructor, any assignment turned in late will receive a reduction of 10% for every day it is late.

TURNITIN NOTICE: Students may be required to submit written assignments for this class to Turnitin, a web-based plagiarism detection service. Before submitting your paper to Turnitin, please remove your title page and other personal information. (Instructions regarding using Turnitin will be covered in class)

Academic Integrity & Academic Misconduct

Academic Integrity is defined in the UNT Policy on Student Standards for Academic Integrity. Academic Dishonesty includes cheating, plagiarism, forgery, fabrication, facilitating academic
dishonesty, and sabotage. Any suspected case of Academic Dishonesty will be handled in accordance with University policy and procedures. Possible academic penalties range from a verbal or written admonition to a grade of “F” in the course. Further sanctions may apply to incidents involving major violations. The policy and procedures are available at:
http://vpaa.unt.edu/academic-integrity.htm

All UNT students should activate and regularly check their EagleConnect (e-mail) account. EagleConnect is used for official communication from the University to students. Many important announcements for the University and College are sent to students via EagleConnect. For information about EagleConnect, including how to activate an account and how to have EagleConnect forwarded to another e-mail address, visit https://eagleconnect.unt.edu This is the main electronic contact for all course-related information and/or material.

**Student Perceptions of Teaching (SPOT)**

Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13 and 14 of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" (no-reply@iasystem.org) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey they will receive a confirmation email that the survey has been submitted. For additional information, please visit the spot website at www.spot.unt.edu or email spot@unt.edu

**Equity and Diversity**

As stated by the UNT Division of Institutional Equity and Diversity Resources https://edo.unt.edu/division-institutional-equity-diversity-resources at UNT, we are committed to the elimination of discrimination and harassment. UNT is also committed to institutionalizing the concepts of access, a positive campus climate, compliance (with relevant federal and state laws), cultural competency, cultural humility, diversity, equal opportunity, equity, inclusion, and inclusive excellence. In particular, please note that class rosters are provided to instructors with your legal name but without an identification of your gender. Because not all students use the name or sex/gender assigned at birth, I am happy to use the name and pronouns you use. We will take time during our first class to do introductions at which time you can share with all members of our learning community what name and pronouns you use. Additionally, if these change at any point during the semester, please let me know and we can develop a way to share this information with others in a way that is comfortable and safe for you.

**Acceptable Student Behavior**

Student behavior that interferes with an instructor’s ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Center for Student Rights and
Responsibilities to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at www.deanofstudents.unt.edu

Emergency Notifications and Procedures

UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Blackboard for contingency plans for covering course materials.

Observation of Religious Holy Days

If you plan to observe a religious holy day that coincides with a class day, please notify me as soon as possible.

Retention of Student Records

Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about students’ records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University’s policy.

Sexual Discrimination, Harassment, & Assault

UNT is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these acts of aggression, please know that you are not alone. The federal Title IX law makes it clear that violence and harassment based on sex and gender are Civil Rights offenses. UNT has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

UNT’s Dean of Students’ website offers a range of on-campus and off-campus resources to help support survivors, depending on their unique needs: http://deanofstudents.unt.edu/resources_0 Renee McNamara is UNT’s Student Advocate and she can be reached through e-mail at SurvivorAdvocate@unt.edu or by calling the Dean of Students’ office at 940-565-2648. You are not alone. We are here to help.
Disability Accommodation

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Office of Disability Access website at http://www.unt.edu/oda You may also contact them by phone at 940-565-4323.

Updates and Revisions: When necessary to accomplish the objectives of the course and the goals of the Higher Education Program, changes to this syllabus may be necessary. Written advance notice will be provided.

Tentative Course Sequence and Schedule:

Start Here Module (August 24 - 30)

Please read the text and complete the Introductory posting assignment. Everyone must participate in the threaded discussion for this Module.

After you have worked through the Start Here Module and reviewed this Syllabus carefully, you are ready for Module 1. Module 1 will open on August 31 and then stay open through Finals Week.

Module 1 (August 31 – September 13)

Introduction and Core Concepts

First Week (I will be the facilitator for this week)

Birnbaum, Chapter 1 Problems of Governance,

Birnbaum, Chapter 2, Thinking in Systems and Circles

Birnbaum, Chapter 3 Making Decisions and Making Sense

Required participants for the First Week will be the Bobcats and the Coyotes.
Second Week


Required participants for the Second Week will be the Eagles and the Pronghorn.

*Module 2 (September 14 - 27)*

Theoretical Models of the College and University (Part I.)

First Week

Birnbaum, Chapter 4 The Collegial Institution

Birnbaum, Chapter 5 The Bureaucratic Institution


Required participants for the First Week will be the Eagles and the Bobcats.

Second Week


Required participants for the Second Week will be the Coyotes and the Pronghorn.

**Module 3 (September 28 - October 11)**

Theoretical Models of the College and University (Part II.)

**First Week**

Birnbaum, Chapter 6 The Political Institution

Birnbaum, Chapter 7: The Anarchical Institution

Birnbaum, Chapter 8 The Cybernetic Institution

Birnbaum, Chapter 9 Effective Administration and Leadership

Required participants for the First Week will be the Coyotes and the Eagles.

**Second Week**


Required participants for the Second Week will be the Bobcats and the Pronghorn.

**Module 4 (October 12 - 25)**

The Neoliberal Era: Implications for Organization and Administration

**First Week**


Required participants for the First Week will be the Coyotes and the Bobcats.

Second Week


Required participants for the Second Week will be the Eagles and the Pronghorn.

Module 5 (October 26 – November 8)

A Vision for the Future: Implications for Organization and Administration

First Week


Required participants for the First Week will be the Eagles and the Bobcats.

Second Week


Required participants for the Second Week will be the Coyotes and the Pronghorn.

Module 6 (November 9 - 22)

Bolman and Deal – Part I

First Week

Bolman & Deal: Chapter 1: Introduction

Bolman & Deal: Chapter 2: Simple Ideas, Complex Organizations

Bolman & Deal: Chapter 3: Getting Organized

Bolman & Deal: Chapter 4: Structure and Restructuring

Bolman & Deal: Chapter 5: Organizing Groups and Teams

Required participants for the First Week will be the Coyotes and the Eagles.

Second Week

Bolman & Deal: Chapter 6: People and Organizations

Bolman & Deal: Chapter 7: Improving Human Resource Management

Bolman & Deal: Chapter 8: Interpersonal and Group Dynamics
Required participants for the Second Week will be the Bobcats and the Pronghorn.

Module 7 (November 23 - December 6)

Bolman and Deal – Part II

First Week

Bolman & Deal: Chapter 9: Power, Conflict, and Coalition

Bolman & Deal: Chapter 10: The Manager as Politician

Bolman & Deal: Chapter 11: Organizations as Political Arenas and Political Agents

Bolman & Deal: Chapter 12: Organizational Symbols and Culture

Bolman & Deal: Chapter 13: Culture in Action

Bolman & Deal: Chapter 14: Organization as Theater

Required participants for the First Week will be the Eagles and the Pronghorn.

Second Week

Bolman & Deal: Chapter 15: Integrating Frames for Effective Practice

Bolman & Deal: Chapter 16: Reframing in Action: Opportunities and Perils

Bolman & Deal: Chapter 17: Reframing Leadership

Bolman & Deal: Chapter 18: Reframing Change in Organizations

Bolman & Deal: Chapter 19: Reframing Ethics and Spirit

Required participants for the Second Week will be the Bobcats and the Coyotes.

Revised August 23, 2020