UNIVERSITY OF NEVADA, LAS VEGAS

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY & HIGHER EDUCATION

THEORY OF EDUCATIONAL ORGANIZATIONS

EDH 715

INSTRUCTOR:

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COURSE DESCRIPTION

The fields of organizational theory and organizational behavior are vibrant intellectual domains that inform policy, strategy, and action in a range of work organizations, including colleges and universities. Scholars in these fields have addressed key questions in several domains that directly affect practice.

- How do organizations interact with their external environments? Are their interactions strategic and opportunistic, or reactive and haphazard? To what extent can organizational leaders shape and manage these interactions, and to what extent are their "hands tied" by external constraints?

- How do organizations structure the work that they attempt to accomplish? Are tasks allocated efficiently and effectively to different organizational units? To what extent are the actions of the various organizational units coordinated with an overall plan for the organization?

- How do organizations maintain and develop their human resources? Are organizational members generally motivated and satisfied with their work roles? Is there a good fit between the goals and abilities of organizational members and the needs of the organization?

- How is power used within the organization? Do top-level leaders make most decisions, or is power decentralized to lower levels? Is power used as a tool to maintain the status quo, or do leaders attempt to empower others to facilitate organizational change?

- What is the cultural context of the organization? Which values, norms, and beliefs characterize the organization? How does the organizational culture shape the behaviors of organizational members?

Researchers have developed theories that address these questions. These theories have been developed through extensive observation and analysis of organizational processes and outcomes. The theories attempt to explain organizational phenomena and provide a range of options for future courses of action. College and university leaders can apply these theories to understand their own organizations more fully, and consider a broader range of issues to inform their decisions and actions.

Organizational theories, therefore, can be useful tools for organizational analysis. Organizational analysis is a systematic effort to understand and improve individual and group performance in work settings. For higher education institutions, organizational analysis is more effective when it considers colleges and universities as systems in their entirety, rather than as specific divisions, departments, or functional areas in isolation.

The purpose of this course is to examine and apply organizational theories to the study of critical challenges in higher education leadership. The Higher Education Doctoral Program at UNLV focuses on preparing leaders who are committed to fostering and facilitating organizational change. This course examines five major organizational components that when taken together provide a framework for understanding, initiating, and implementing change in higher education organizations.

- **Component 1 – External environments**. Higher education institutions operate within complex social, economic, and policy environments. External factors may induce organizational change or reinforce the status quo.

- **Component 2 – Internal structures**. Organizational structure (that is, the arrangement of work roles and the relationships among those roles) may serve as levers for or barriers against change.

- **Component 3 – Human relations in organizations**. An understanding of motivation and human behavior in organizations may be essential for addressing resistance to change and for empowering others to engage in change.

- **Component 4 – Organizational power and politics**. Consideration of organizational power can help leaders understand how individuals and groups develop and use power to enact or block change.

- **Component 5 – Organizational culture**. Knowledge of an organization's culture can uncover important norms, values, and beliefs that may support or impede change.

The formal study of these organizational issues is based in the intellectual traditions of social science. In fact, the fields of organizational theory and organizational behavior have borrowed extensively from the disciplines of sociology, anthropology, psychology, economics, and political science. In the social sciences, theories can be categorized in terms of their basic assumptions about human experience. These sets of assumptions are called paradigms, and three paradigms characterize the intellectual terrain of the social sciences.

- **Positivist Paradigm** (also known as the functionalist paradigm). This perspective suggests that there is an objective reality that organizational leaders and researchers seek to explain as accurately as possible. Accurate explanation enables people to predict future occurrences, and if future occurrences can be predicted, then leaders can control events in ways that advance organizational goals. This social science paradigm most closely resembles the assumptions associated with the natural and life sciences, but it is important to consider whether human systems are as predictable as chemical reactions, for example.

- **Social Construction Paradigm** (also known as the interpretivist paradigm). This perspective views reality as a human creation; people construct it, personally and in interaction with others. Thus, organizational members are active agents who produce the reality in which they work. An important implication of the social construction paradigm is that subjective impressions, mental maps, and interpretations are often more powerful than objective data in shaping the overall direction of an organization.

- **Postmodern Paradigm**. This perspective argues that the central tenets of modernity – rationality, linearity, progress, and "value-neutral" science – are neither valid nor appropriate for guiding organizational leadership. Postmodernism has been conceptualized in two ways: as an historical era, and as an intellectual perspective. As an historical era, postmodernism reflects a significant break from the past. Rapid advances in technology and changing beliefs about social institutions such as education, family, and work have produced new forms of social organization that differ significantly from those of an earlier era. As an intellectual perspective, postmodernism offers a critical lens for organizational analysis and leadership.

Why three paradigms? At first glance, these three ways of thinking about organizations may appear incompatible. Indeed, each perspective has a very different epistemological foundation. The positivist perspective says that there is an objective reality "out there" that we need to discover and understand in order to lead more effectively. The social construction perspective says that reality is a human

construction, and there are multiple, equally valid interpretations of any situation. The postmodern perspective suggests the need to question the foundational assumptions upon which organizations operate. To understand the enormous complexity of higher education organizations, however, it is necessary to consider colleges and universities from each of these perspectives. Positivist, social constructionist, and postmodern perspectives each illuminate different dimensions of organizational life. Thus, effective organizational analysis entails consideration of each of these three perspectives.

When we consider the three paradigms in terms of the five organizational dimensions discussed earlier, we can envision a 3x5 matrix for organizational analysis that is based on three orienting paradigms (positivist, social construction, and postmodern) and five organizational components (external environments, internal structures, human relations, organizational power, and organizational culture).

Matrix for Organizational Analysis

Paradigms/ Components	Positivist	Social Construction	Postmodern
Environment			
Structure			
Human Relations			
Power			
Culture			

LEARNING OBJECTIVES

Skills
Seminar participants will be able to:
1. use theory to think critically about colleges and universities as complex organizations
2. use theory to analyze, diagnose, and address organizational problems, challenges, and opportunities in colleges and universities
3. use theory to develop strategies for enacting organizational change in higher education institutions
4. through academic writing, analyze, integrate, and synthesize research findings from the literature on higher education organizations to develop more extensive understandings of key organizational issues and questions
5. be able to convey information about research problems, methods, and findings, and be able to draw implications from those findings

<u>Knowledge</u>
Seminar members will develop knowledge that will enable them to:
1. define and describe relationships among the positivist, social constructionist, and postmodern paradigms in the social sciences
2. describe and apply theories associated with five prominent constructs in the field of organizational theory: external environments, internal structures, human relations, organizational power, and organizational culture
3. identify and discuss the prominent research findings in the literature on higher education organizations

<u>Understandings</u>
Seminar members will be able to use a range of organizational theories to:
1. understand and assess their own leadership practice
2. reflect on colleges and universities as organizational systems
3. reflect on leadership as an organizational process
4. reflect on the opportunities and challenges associated with organizational change in higher education
5. reflect on the social justice, ethical, and equity implications of organizational structures, cultures, and practices

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CLASSROOM ETIQUETTE

<u>Class Participation</u>. Always come to class prepared to learn and ready to facilitate the learning of others. Complete all assigned readings prior to class. Be prepared to engage in whole-class and small group discussions regarding the readings and related issues. Listen actively to others, and offer concise comments that pertain to the learning objectives of the class session. Arrive to class on time, turn off cell phones, and do not check your email during class.

<u>Class Attendance</u>. Since class discussion is an important part of this course, students are expected to attend and participate fully in every class session. At the graduate level it should not be necessary to establish a class absence policy. You are reminded that one absence in this class is equal to two classes or one entire week. Missing two class sessions for any reason may be considered cause for reducing the student's overall grade. Students who are not able to attend class are asked to notify the instructor prior to their absence and are responsible for obtaining any class materials or notes from another student. If you are absent from a class when a written assignment is due, you are still responsible for submitting the written work on or before the day it is due.

Class participation and attendance grade: 30pts of total

<u>Respect Differing views</u>. Students should be respectful of differing views. At times we will discuss controversial issues. Honest and sincere differences of opinion will be respected, however, personal attacks directed to a specific individual will not.

READINGS and TEXTBOOK

Required
Bess, J., & Dee, J. (2008). *Understanding college and university organization: Theories for effective policy and practice. Volume one: The state of the system*. Sterling, VA: Stylus Publishing.

Journal Articles in this syllabus are available through the Lied Library online collection.

Recommended
Bess, J., & Dee, J. (2008). *Understanding college and university organization: Theories for effective policy and practice. Volume two: The dynamics of the system*. Sterling, VA: Stylus Publishing.

Hatch, M. J. (2013). *Organization theory: Modern, symbolic, and postmodern perspectives* (3rd Ed). New York: Oxford University Press.

PROJECTS AND ASSIGNMENTS

All papers should conform to the American Psychological Association (APA) style manual (6th edition).

All assignments must be submitted no later than the date indicated on the syllabus unless otherwise instructed by the faculty member. Late work will not be accepted, except in cases where approval by the instructor was granted prior to the class session in which the assignment was due. If a student submits late work without prior approval by the faculty member, then the grade for that assignment will be reduced by one full letter grade.

1. Note Taking: Journal Article Readings

Reading is a skill, which improves through practice. Through this assignment, students will gain guided practice with reading and taking notes from empirical research studies, published as journal articles.

Each research study has five key elements: 1) the problem or issue that motivates the study, usually labeled the "research problem"; 2) the purpose of the study – that is, what the study seeks to accomplish in relation to the problem or issue; 3) methods and data sources; 4) study findings; and 5) implications and recommendations based on those findings. Effective note taking will capture each of those five elements.

Students will complete a note-taking template, which is designed to record information related to each of the five elements noted above. Students will complete and submit to the instructor the note-taking template for five articles – one for each of the organizational constructs examined in the course. For each of the five organizational constructs, students will select one of the three assigned journal article readings, for which they will complete the note-taking template.

Completed templates will be evaluated on the basis of the following criteria.

- The completed template clearly and concisely identifies the research problem and the purpose of the study.

- The completed template clearly and concisely identifies the methods and data sources used by the authors in their analysis.
- The completed template clearly and concisely identifies the key findings of the study, and the implications and recommendations that follow from those findings.

The articles in these five categories will also be used in the literature review project, described later in this syllabus.

Due dates for article summaries (summaries can be brought to class or submitted via email attachment).
- September 16, external environments: Jones (2013); Morphew (2009); Morphew & Hartley (2006)
- September 30, organizational structure: Briggs (2007); Kezar (2006); Philpott & Strange (2003)
- October 14, human relations in organizations: Daly & Dee (2006); Smerek & Peterson (2007); Xu (2008)
- October 28, organizational power/politics: Iverson (2007); Kezar (2008); Kezar (2011)
- November 18, organizational culture: Eddy (2010); Hartley (2003); Kezar & Eckel (2002)

Grade: 20pts of total

2. Organizational Analysis Papers

Each seminar member will develop an organizational analysis of a higher education institution with which he or she is familiar (or a department or unit within such an organization). The analysis will be presented in three papers (approximately 5 to 6 double-spaced pages each). Each of the three papers will provide:

1. A brief description of one – and only one – organizational problem, challenge, or opportunity that the institution (or department/unit) is encountering. The problem, challenge, or opportunity must be related to the organizational construct on which the paper focuses (e.g., structure, human relations, power, or culture). Aim for this section to be 1 to 2 pages.

2. An analysis of that problem using one – and only one – organizational theory related to the organizational construct on which the paper focuses. Aim for this section to be 3 pages.

3. Based on the analysis, offer recommendations for institutional leaders who may be expected to address this problem, challenge, or opportunity. Aim for this section to be 1 to 2 pages.

These papers will be evaluated based on the following criteria.

- The paper clearly describes an organizational problem, challenge, or opportunity, using terminology associated with organizational analysis (that is, terms and concepts that we have used in class).
- The paper identifies and briefly describes a theory that is well-suited to explain the organizational problem, challenge, or opportunity identified previously.
- The paper uses the theory to explain and deepen the reader's understanding of the problem, challenge, or opportunity.

- The paper's conclusion points toward specific recommendations for leadership practice; these recommendations clearly emanate from the analysis in the previous section of the paper.
- Components of the paper are linked by effective transitions
- Few errors in grammar, word usage, reference citations, and punctuation

Audience: write the analysis paper for an audience of experienced higher education leaders, who are not familiar with organizational theory. As such, you will need to define and explain key theories, terms, and concepts so that non-experts can readily understand them.

Due dates for papers (students will submit papers on four of these five occasions; students can bring their papers to class or submit them as email attachments):

- External environment: September 23
- Organizational structure: October 7
- Human relations in organizations: October 21
- Organizational power/politics: November 4
- Organizational culture: November 25

Grade: 40pts of total

3. Literature Review Paper

Each seminar member will write a literature review. Seminar members will select from five possible topics (see list below). Each topic contains a defined set of journal articles. Use the articles to develop a literature review that achieves the following goals:

- Uses the literature to describe a higher education organizational problem, challenge, or opportunity on which the paper will focus
- Explains why the problem, challenge, or opportunity is important to the field of higher education
- Uses the study findings in these journal articles to identify and discuss important dimensions of the problem, challenge, or opportunity
- Provides a set of recommendations for practice, which are based on the analysis of the literature in relation to the problem, challenge, or opportunity

The paper should be limited to approximately 15 pages (double-spaced, 12-point font, one inch margins), not including references. The introductory section (discussion of the problem, significance of problem) should be approximately 3 pages. The analysis of the literature should be 8 to 10 pages. The recommendations at the end of the paper should be 2 to 3 pages.

Assessment Criteria:
- introduction clearly and concisely describes the problem, challenge, or opportunity
- the significance of the problem, challenge, or opportunity is articulated clearly and concisely
- a unique, integrative analysis is presented (not just a reiteration or summary of the articles)
- sufficient and appropriate evidence from the literature is used to support arguments
- recommendations are clearly based in the analysis (emerge from the analysis)

- content would be clear to a general higher education audience whose members have not read the articles
- components of the paper are linked by effective transitions
- few errors in grammar, word usage, reference citations, and punctuation

Note: Please keep in mind that the integrative analysis of the literature should <u>not</u> simply be a summary of the articles. Article summaries would constitute an annotated bibliography, not a literature review. Instead, synthesize your knowledge about these studies based on research findings that were found to be important across multiple studies.

Due date: Wednesday, December 9 by 4pm (submit via email)
Grade: 40pts of total

Journal Article Readings	20
Organizational Analysis	40
Literature Review	40
Class Participation/Attendance	<u>30</u>
Total Points	130

Guidance on Grades for Written Work

Following the assessment of an assignment, the instructor will award a numeric score, according to the guidelines below.

A (score 94-100): exemplary work – sophisticated analysis and application of theory to practice; integrative, unique, and insightful use of readings and research literature; few or no stylistic, grammar, or spelling errors

A – (score 89-93): appropriate analysis and application of theory to practice; integrative use of readings and research literature; some stylistic, grammar, or spelling errors

B + (score 86-88): appropriate analysis and application of theory to practice; some use of readings and research literature; some stylistic, grammar, or spelling errors

B   (score 81-85): limited or misdirected analysis and application of theory to practice; some use of readings and research literature; some stylistic, grammar, or spelling errors

B – (score 79-80): limited or misdirected analysis and application of theory to practice; little use of readings and research literature; many stylistic, grammar, or spelling errors

C   (score 78-75): the submitted work, though complete, does not address the learning objectives for the assignment/project

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CLASS SESSIONS – Subject to Change

Session 1 – August 26
Topics: Organizational Theory as a Field of Study; Historical Overview of Organizational Theory; Colleges and Universities as Complex Organizations; Using Theory in the Study of Organizations; Scope of Theoretical Analysis: Grand Theories, Mid-Range Theories

Readings: Bess & Dee - volume 1, preface, introduction, and chapter 1

Session 2 – September 2
Topics: Ontology and Epistemology in the Social Sciences; Social Science Paradigms: Positivist, Social Construction, Postmodern; Paradigms and Organizational Theory; Paradigms and H.E. Research

Readings: Bess & Dee - volume 1, chapter 3, volume 2, chapter 1

Session 3 – September 9
Topics: Conceptualizations of Positivism; Conceptualization of Social Construction; Conceptualizations of Postmodernism; Critical Theory and Critical Race Theory in the Study of Organizations; Feminist Theory in the Study of Organizations

Readings:
Journal article: Neumann, A. (1995). On the making of hard times and good times: The social construction of resource stress. *Journal of Higher Education, 66* (1), 3-31.

Book chapters (instructor will supply via email): Hatch, M. J. (2013). *Organization theory: Modern, symbolic, and postmodern perspectives* (3rd Ed). New York: Oxford University Press – chapters 1 & 2

Session 4 – September 16
Topics: External Environments of Organizations - Systems Theory; Contingency Theory; Resource Dependence Theory; Population Ecology Theory; Institutional Theory

Readings: Bess & Dee - volume 1, chapters 4 & 5

Session 5—September 23
Topics: External Environments of Organizations - Enacted Environments: The Social Construction of External Environments; Chaos Theory and Postmodern Perspectives on External Environments; External Environments and Organizational Strategy; Rational, Adaptive, Emergent, Symbolic, and Postmodern Perspectives on Strategy

Readings: Bess & Dee - volume 2, chapter 7

Journal Articles
- Jones, W. (2013). Prestige among Black colleges: Examining the predictors of HBCU peer academic reputation. *Journal of African American Studies, 17*(2), 129-141.

- Morphew, C. (2009). Conceptualizing change in the institutional diversity of U.S. colleges and universities. *Journal of Higher Education, 80*(3), 243-269.
- Morphew, C., & Hartley, M. (2006). Mission statements: A thematic analysis of rhetoric across institutional type. *Journal of Higher Education, 77*(3), 456-471.

Session 6 – September 30
Topics: Organizational Structures - Bureaucracy in Organizations; Mechanistic and Organic Structures; Differentiation and Integration: Critical Challenges in Organizational Leadership; Organizational Design: Functional, Divisional, Matrix, and Network

Readings: Bess & Dee - volume 1, chapters 6 & 7

Session 7 – October 7
Topics: Organizational Structures - The Social Construction of Organizational Structure: Structuration Theory and Loose Coupling ; Postmodern Perspectives on Organizational Structure; Organizational Roles: Role Conflict and Role Ambiguity

Readings: Bess & Dee - volume 1, chapter 8
Journal Articles
- Briggs, C. (2007). Curriculum collaboration: A key to continuous program renewal. *Journal of Higher Education, 78*(6), 676-711.
- Kezar, A. (2006). Redesigning for collaboration in learning initiatives: An examination of four highly collaborative campuses. *Journal of Higher Education, 77*(5), 804-838.
- Philpott, J., & Strange, C. (2003). "On the road to Cambridge": A case study of faculty and student affairs in collaboration. *Journal of Higher Education, 74*(1), 77-95.

Session 8 – October 14
Topics: Human Relations in Organizations - Work Motivation Theories; Job Satisfaction: Two-Factor Theory; Expectancy Theory; Equity Theory; Job Characteristics Theory

Readings: Bess & Dee - volume 1, chapters 9 & 10

Session 9 – October 21
Topics: Human Relations in Organizations - Informal Groups in Organizations; Groups and Teams in Organizations; Group Norms and Groupthink; Social Construction and Postmodern Perspectives on Groups and Teams

Readings:
Journal Articles
- Daly, C., & Dee, J. (2006). Greener pastures: Faculty turnover intent in urban public universities. *Journal of Higher Education, 77*(5), 776-803.
- Smerek, R., & Peterson, M. (2007). Examining Herzberg's theory: Improving job satisfaction among non-academic employees at a university. *Research in Higher Education, 48*(2), 229-250.

- Xu, Y. (2008). Gender disparity in STEM disciplines: A study of faculty attrition and turnover intentions. *Research in Higher Education, 49*, 607-624.

Session 10 – October 28
Topics: Organizational Power and Politics - Horizontal and Vertical Power in Organizations; Social Construction Perspectives on Organizational Power; Marxist and Postmodern Perspectives on Power in Organizations and Society; Conflict and Conflict Management in Organizations

Readings: Bess & Dee - volume 2, chapters 2 & 3

Session 11 – November 4
Topics: Organizational Power and Politics - Critical Theory, Power, and Marginalization in Higher Education Organizations; Power, Agency, and Voice in Organizations; Power and Diversity in Colleges and Universities; Empowerment in Organizations

Readings:
Journal Articles
- Iverson, S. (2007). Camouflaging power and privilege: A critical race analysis of university diversity policies. *Educational Administration Quarterly, 43*(5), 586-611.
- Kezar, A. (2008). Understanding leadership strategies for addressing the politics of diversity. *Journal of Higher Education, 79*(4), 406-441.
- Kezar, A. (2011). Grassroots leadership: Encounters with power dynamics and oppression. *International Journal of Qualitative Studies in Education, 24*(4), 471-500.

November 11 – No Class - Happy Veteran's Day!

Session 12 – November 18
Topics: Organizational Culture - Dimensions of Organizational Culture; Cultural Typologies in the Study of Higher Education Organizations; Culture and Socialization: Implications for Building Organizational Knowledge; Culture and Organizational Change

Readings: Bess & Dee - volume 1, chapter 11; volume 2, chapter 9

Session 13 – November 25
Topics: Organizational Culture - Organizational Culture and Organizational Climate; Postmodern and Critical Perspectives on Organizational Culture; Culture and Diversity in Higher Education Organizations

Readings:
Journal Articles
- Eddy, P. (2010). Leaders as linchpins for framing meaning. *Community College Review, 37*(4), 313-332.
- Hartley, M. (2003). "There is no way without a because": Revitalization of purpose at three liberal arts colleges. *Review of Higher Education, 27*(1), 75-102.

- Kezar, A., & Eckel, P. (2002). The effects of institutional culture on change strategies in higher education: Universal principles or culturally responsive concepts. *Journal of Higher Education, 73*(4), 443-460.

Session 14 – December 2

Topics: Organizational Learning; Final Reflections on Organizational Theory and H.E. Leadership

Readings: Bess & Dee - volume 2, chapter 6

Literature Review Project

Topic #1 : Effects of the external environment on higher education institutions

Bastedo, M., & Bowman, N. (2011). College rankings as an inter-organizational dependency: Establishing the foundation for strategic and institutional accounts. *Research in Higher Education, 52*, 3-23.

Jaquette, O. (2013). Why do colleges become universities? Mission drift and the enrollment economy. *Research in Higher Education, 54*(5), 514-543.

Jones, W. (2013). Prestige among Black colleges: Examining the predictors of HBCU peer academic reputation. *Journal of African American Studies, 17*(2), 129-141.

Morphew, C. (2002). A rose by any other name: Which colleges became universities. *Review of Higher Education, 25*(2), 207-223.

Morphew, C. (2009). Conceptualizing change in the institutional diversity of U.S. colleges and universities. *Journal of Higher Education, 80*(3), 243-269.

Morphew, C., & Hartley, M. (2006). Mission statements: A thematic analysis of rhetoric across institutional type. *Journal of Higher Education, 77*(3), 456-471.

Topic #2: Rethinking structure in higher education: Fostering collaboration

Briggs, C. (2007). Curriculum collaboration: A key to continuous program renewal. *Journal of Higher Education, 78*(6), 676-711.

Golde, C., & Pribbenow, D. (2000). Understanding faculty involvement in residential learning communities. *Journal of College Student Development, 41*(1), 27-40.

Holley, K. (2009). Interdisciplinary strategies as transformative change in higher education. *Innovative Higher Education, 34*, 331-344.

Kezar, A. (2006). Redesigning for collaboration in learning initiatives: An examination of four highly collaborative campuses. *Journal of Higher Education, 77*(5), 804-838.

Philpott, J., & Strange, C. (2003). "On the road to Cambridge": A case study of faculty and student affairs in collaboration. *Journal of Higher Education, 74*(1), 77-95.

Sa, C. (2008). Interdisciplinary strategies in U.S. research universities. *Higher Education, 55*(5), 537-552.

Topic #3: Motivation and satisfaction in the higher education workplace

Daly, C., & Dee, J. (2006). Greener pastures: Faculty turnover intent in urban public universities. *Journal of Higher Education, 77*(5), 776-803.

Knight, W., & Leimer, C. (2010). Will IR staff stick? An exploration of institutional researchers' intention to remain in or leave their jobs. *Research in Higher Education, 51*(2), 109-131.

Rosser, V. (2004a). A national study on mid-level leaders in higher education: The unsung professionals in the academy. *Higher Education, 48*(3), 317-337.

Rosser, V. (2004b). Faculty members' intentions to leave: A national study on their work life and satisfaction. *Research in Higher Education, 45*(3), 285-309.

Smerek, R., & Peterson, M. (2007). Examining Herzberg's theory: Improving job satisfaction among non-academic employees at a university. *Research in Higher Education, 48*(2), 229-250.

Xu, Y. (2008). Gender disparity in STEM disciplines: A study of faculty attrition and turnover intentions. *Research in Higher Education, 49*, 607-624.

Topic #4: Organizational power and politics: Diversity issues in academe

Gibson, S. (2006). Mentoring of women faculty: The role of organizational politics and culture. *Innovative Higher Education, 31*(1), 63-79.

Iverson, S. (2007). Camouflaging power and privilege: A critical race analysis of university diversity policies. *Educational Administration Quarterly, 43*(5), 586-611.

Jayakumar, U., Howard, T., Allen, W., & Han, J. (2009). Racial privilege in the professoriate: An exploration of campus climate, retention, and satisfaction. *Journal of Higher Education, 80*(5), 538-563.

Kezar, A. (2008). Understanding leadership strategies for addressing the politics of diversity. *Journal of Higher Education, 79*(4), 406-441.

Kezar, A. (2011). Grassroots leadership: Encounters with power dynamics and oppression. *International Journal of Qualitative Studies in Education, 24*(4), 471-500.

Turner, C. (2002). Women of color in academe: Living with multiple marginality. *Journal of Higher Education, 73*(1), 74-93.

Topic #5: Organizational culture, change, and institutional effectiveness

Borrego, M., Boden, D., & Newswander, L. (2014). Sustained change: Institutionalizing interdisciplinary graduate education. *Journal of Higher Education, 85*(6), 858-885.

Colbeck, C. (2002). Assessing institutionalization of curricular and pedagogical reforms. *Research in Higher Education, 43*(4), 397-421.

Eddy, P. (2010). Leaders as linchpins for framing meaning. *Community College Review, 37*(4), 313-332.

Hartley, M. (2003). "There is no way without a because": Revitalization of purpose at three liberal arts colleges. *Review of Higher Education, 27*(1), 75-102.

Kezar, A., & Eckel, P. (2002). The effects of institutional culture on change strategies in higher education: Universal principles or culturally responsive concepts. *Journal of Higher Education, 73*(4), 443-460.

Kezar, A. (2012). Bottom-up, top-down leadership: Contradiction or hidden phenomenon. *Journal of Higher Education, 83*(5), 725-760.

UNLV Guidelines & Policies

Academic Misconduct—Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's function as an educational institution.
An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the *Student Academic Misconduct Policy* (approved December 9, 2005) located at: https://www.unlv.edu/studentconduct/student-conduct.

Copyright—The University requires all members of the University Community to familiarize themselves **with** and to follow copyright and fair use requirements. **You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws.** Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: http://www.unlv.edu/provost/copyright.

Disability Resource Center (DRC)—The UNLV Disability Resource Center (SSC-A 143, http://drc.unlv.edu/, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Religious Holidays Policy—Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only**. It shall be the responsibility of the student to notify the instructor within the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or within the first 7 calendar days of the course for summer and modular courses,** of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: http://catalog.unlv.edu/content.php?catoid=6&navoid=531.

Transparency in Learning and Teaching—The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information:

https://www.unlv.edu/provost/teachingandlearning

https://www.unlv.edu/provost/transparency

Incomplete Grades—The grade of I—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student's control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving "I" grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

Students may consult with a librarian on research needs. For this class, the Subject Librarian is (https://www.library.unlv.edu/contact/librarians_by_subject). UNLV Libraries provides resources to support students' access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at https://www.library.unlv.edu/.

Tutoring and Coaching—The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit http://www.unlv.edu/asc or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of the SSC (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TEB second floor.

UNLV Writing Center—One-on-one or small group assistance with writing is available free of charge to UNLV students
at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with
appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The
student's Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are
requested for the consultation. More information can be found at: http://writingcenter.unlv.edu/.

Students may consult with a librarian on research needs. For this class, the Subject Librarian is (https://www.library.unlv.edu/contact/librarians_by_subject). UNLV Libraries provides resources to support students' access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at https://www.library.unlv.edu/.

Rebelmail—By policy, faculty and staff should e-mail students' Rebelmail accounts only. Rebelmail is UNLV's official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students' e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. **Emailing within WebCampus is acceptable.**

Final Examinations—The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: http://www.unlv.edu/registrar/calendars.