

EDD 601: Organizational Leadership & Change

Doctoral Program in Educational Leadership

California State University, Sacramento

Fall 2018

Course Syllabus & Schedule

This syllabus is subject to change at the instructor's discretion

Course Instructor

Dr. Caroline S. Turner, Professor

Doctoral Program in Educational Leadership

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Office hours: Fridays, prior to class at 3pm-5pm and by appointment

Class Dates, Meeting Time, Class Location

Fridays, 8/24; 9/7; 9/21; 5:30 – 9:30 pm

Saturdays, 8/25; 9/8; 9/22, 8:30 am – 5:00 pm

ARC 1007

Course Conceptual Framework

According to the vision of the CSUS Independent Doctorate in Educational Leadership program, graduates will be “transformational leaders” who understand, implement, and evaluate strategic practices based on theories, models and practical approaches for achieving organizational transformation. Graduates are expected to lead/create educational environments that promote learning, equity, and achievement for all students. Experience with real-world, problem-based learning will provide graduates information critical to address the complexities of educational organizations, effect school change processes, and shape the educational policies that bear on the practice of education in the public setting. This course intends to provide some of the tools needed to support the further development of all students to meet the goals stated above.

Course Introduction and Objectives

This class is intended to help students develop ways of thinking about organizational principles, and apply them to policy-making and management in colleges and universities and schools. The course readings are written with two audiences in mind: education administrative and faculty leaders, and students studying to become upper-level administrators, leaders, and policy makers. Readings systematically present a range of theories that can be applied to many of the difficult management situations that college, university, and school leaders encounter. They provide the theoretical background to evaluate knowledgeable the many new ideas that emerge in the current literature, and in workshops and conferences. Without theory, organizational leaders are forced to treat each problem that they encounter as unique - as if it were a first-time occurrence. While leaders may have some experience with a particular issue, their solutions are usually not informed by the accumulated wisdom of others who have already encountered and resolved similar situations. This course is designed to help leaders develop their own

effective management style and approaches, and feel confident that their actions are informed by appropriate theory and knowledge of the latest research in the field.

In addition to the objectives indicated above, a student who successfully completes EDD 601 will make progress toward becoming a transformational leader by: 1) Reflecting on personal leadership practices and cultural perspectives (“know thyself”) and reflecting on your impact and influence on college/school change; 2) Understanding, implementing, and evaluating strategic practices based on various theories, models, and approaches for achieving organizational transformations; and 3) Building a solid foundation through the integration of theory and practice in order to implement a planned change process in their home institution.

Course Format

This seminar will engage students in the discussion of organizational leadership and change from her experience, knowledge, and through the perspectives provided by the authors of the readings assigned. Students as well as the instructor/authors have critical perspectives and insights to share with class participants. The seminar style employed for the class requires that students come to class having done all of the assigned readings prior to the class meeting. The course will consist of some lecture, small group work, and individual presentations designed to foster a shared learning environment. Guest lectures will be a significant resource. Dr. Jay Dee, one of our textbook authors, is scheduled to participate with us through SKYPE/conference call. Guest speakers also include Dr. Man Phan, a member of the California Community Colleges Board of Governors and Chair of the Business Department at Cosumnes River College, Dr. Fong-Batkin of the California Department of Education, and Dr. Mark Carnero, Youth Services Specialist, Sacramento Unified School District and CSUS Sociology instructor.

Course Texts/Chapters/Articles

Required:

Bess, J.L. & Dee, J.D. (2012). *Understanding college and university organization:*

Theories for effective policy and practice. Vol. I. Sterling, VA: Stylus Publishing.

Bess, J.L. & Dee, J.D. (2012). *Understanding college and university organization:*

Theories for effective policy and practice. Vol. II. Sterling, VA: Stylus Publishing.

Paperbacks Publisher Price: ISBN 978 1 57922 770 8 / \$70.00

Note: *Other required readings, Handouts/Articles, assigned by the instructor or guest speakers*

Recommended:

- Bess, J.L. & Dee, J.D. (2014). *Bridging the divide between faculty and administration: A guide to understanding conflict in the academy*. New York: Routledge.
- Casanova, U. (2010). *Sí se puede!: Learning from a high school that beats the odds*. New York: Teacher's College Press.
- Denhardt, J. Z. & Denhardt, R. B. (2005). *The dance of leadership: The art of leading in business, government, and society*. New York: ME Sharpe Inc.
- Dee, J., & Heineman, W. (2016). Understanding the organizational context of academic program development. In S. Freeman, C. Chambers, & B. King (Eds.), *The important role of institutional data in the development of academic programming in higher education*. New Directions for Institutional Research, number 168, pp. 9-35. San Francisco: Jossey-Bass.
- Kanter, R.M. (1993). *Men and women of the corporation*. New York: Basic Books, Inc.
- Kezar, Adrianna. (2009). *Rethinking leadership in a complex, multicultural, and global environment*. Sterling, VA: Stylus Publishing.
- Kirst, M.W. and Venezia, A. (2004) *From high school to college*. San Francisco, CA: Jossey-Bass.
- Peterson, M. W. (2007). The study of colleges and universities as organizations. In P.J. Gumport (Ed.). *Sociology of higher education: Contributions and their contexts* (pp. 147-184). Baltimore: The Johns Hopkins University Press.
- Shapiro, J. & Gross, S. (2008). *Ethical educational leadership in turbulent times: (Re)solving moral dilemmas*. New Jersey: Lawrence Erlbaum.

Writing Requirements

All written work submitted is expected to be clear, concise, and analytical with few, if any, grammatical/spelling errors. Your written work is also expected to refer to the reading assignments and follow the American Psychological Association (APA) style. Please submit digital and hard copies to instructor. See below for some APA style links (may need to place in your browser). Remember to look for updates.

Purdue University's Online Writing Lab:

<http://owl.english.purdue.edu/owl/resource/664/01>

Audio enabled video with examples at this link:

<http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx>

Grading Policy

20% Class attendance and participation (oral presentation on readings assigned, leading discussion on readings assigned, group presentation and individual 1-2 pages in 12 font double spaced written synopsis of the section you prepared for your group presentation.)

20% Reflective journal on your leadership practices and perspectives ("know thyself"). Your journal will provide examples of your perceived impact and influence on college/school change. A journal entry will be expected at the end of each class meeting and also include your perspectives on the readings and presentations.

NOTE: In addition to your reflections as noted above, one of the following questions must be addressed in each of your journal entries; please note in each of your entries which question you are addressing.

1. Briefly, what are the major finding(s) of the readings?
2. What are the implications of this reading for your school or college?
3. How does the research described in the readings relate to other research? In what ways are they similar? Are there significant differences?
4. What is known about the author or researcher? In what ways does the author's background influence his/her research and writing?
5. What did the author say that you liked, agreed with, or resonated with you? Why?
6. What did the author say that you didn't like, didn't make sense, or made you wonder about or question the research? Why?
7. Were there any flaws, inconsistencies, or gaps in the readings? Please be specific.
8. Was there a quote from the reading that clarified a concept or evoked a response from you? Explain the significance of the quote. Why did it have an impact on you?
9. What questions were not answered in the reading that need follow-up?

10. Is there a theme in the reading that parallels something from your own experience as a student, employee, etc.? Here, you can share a personal story that related to the research.
11. What did you learn about organizational leadership and change as a result of this reading?

Complete journal entries will be turned in by September 23.

60% Organizational Leadership & Change paper and oral presentation focused on your understanding of the course readings and how the ideas presented apply to organizational leadership and change at your institution. **Turn in your paper as hard copy and via email to instructor by September 23.**

Organizational Leadership and Change Paper

Guiding framework for your leadership and change paper:

If you wish, you could use a “K-16” or “P-16” lens when deciding upon a topic for the paper. Increasingly, the current landscape of public education in the U.S. requires that leaders in K-12 and in postsecondary collaborate and build bridges across systems. From the implementation of the Common Core State Standards to the focus on postsecondary progress and completion in community colleges and broad access four-year institutions, a great deal of national, state, regional, and local policies are focusing on cross-system issues. Are there examples from your work that exemplify this issue? If not, do you have ideas that you wish to explore? Does current theory support your work/ideas? What kinds of research could help you push the boundaries and lead toward greater connections between education systems? What kinds of knowledge do you need to successfully apply your idea? You can use this idea to answer the questions below, or, if your areas of interest are unrelated to cross-system issues, you may select an issue from a different education subfield. Regardless, please address all the issues below in your paper.

1. Identify and describe a change occurring at your school or college site. Are you involved with this change in any way? If not, what is your assessment – refer to our course readings (be specific and cite course readings and how they apply to the change you are writing about) and your experience – of how the change is being described and how change is being implemented.
2. Describe your school or college site’s demographics (racial/ethnic composition, social economic status (SES), commuter college, graduation rates, percentage of English learners, percentage of students receiving free and reduced lunch, etc. How does school/college demography influence this change within the organization?
3. Evaluate the organizational change impetus and leadership approach to this change in your school or college by responses to the following:

Self-awareness

- Examine your own perceptions and beliefs regarding organizational leadership and change
- Examine your own perceptions and beliefs regarding the organizational leadership and change taking place at your school or college
- Consider your strengths and areas for growth as a leader of change, including communication skills, persistence, motivation, creativity and willingness to take risks
- Describe your interactions or lack of interaction with others regarding the change taking place.
- Examine your concerns as a leader during a change process

Organizational policies

- Describe your institution's written policies related to the change occurring in your school or college. What are they and how will they need to be revised to accommodate organizational change?
- Describe how business is conducted (business as usual) at your institution? How is this change disrupting business as usual?
- What are the organizational and external forces for change and the organizational and external forces for stability regarding the change you are describing? Where are you positioned? Drawing a model/figure of what you think is happening using your readings and your experience would be very helpful here.

Application of theory

Employing leadership and change theory as well as examples of leadership and change as presented by Bess & Dee, and/or your other assigned readings:

- Identify the change faced by your school or college. How would your authors describe the change?
- What strategies, based on the readings and your experience, would you employ to enact organizational change? Remember to cite the readings in your narrative.
- How will you and the organization know that the change has made a difference?

This paper will include your own experience and observations as well as your use of organizational literature as assigned in class (both sources are required). Cite sources from class discussions and readings when and where applicable. The page limit for this paper is 10 pages (excluding title page and references), double spaced, 12 font, and using APA formatting. **(Paper to be turned in as hard copy and via email to instructor by September 23)**

Class Meetings

Friday, August 24

5:30pm-9:30pm

Review of Syllabus

Overview of the Course Assignments and Readings

Assignment to Groups for Presentations on Readings

Overview of major questions addressed by organizational scholars, organizational theories addressing questions, five components framing organizational change, paradigms used to categorize organizational theories, and presentation of a matrix for organizational analysis. Exercises designed to facilitate the understanding of paradigms and organizational theory.

Next class, August 25: Read Bess & Dee's Vol. 1 review as presented on line (see link below; you may need to put in your browser) and read chapters 1-3, pp. 1-87; briefly review the rest of Vol. 1.

https://books.google.com/books?id=AzSFAwAAQBAJ&printsec=frontcover&dq=Bess+Dee+volume&hl=en&sa=X&ved=0ahUKEwjO8eGunuPVAhUO_mMKHWiOC9IO6AEINzAD#v=onepage&q=Bess%20Dee%20volume&f=false

Think of one idea from your reading of chapters 1-3 in Vol. 1 (pp. 1-87) and its potential application to leadership and a current/emerging change in your organization. You will orally present your idea in class on Saturday, August 25. This may be the topic you are thinking of for the Organizational Leadership and Change class paper.

Note for part of our Saturday class: We are fortunate to have Dr. Jay Dee, the co-author of our texts, join us via the internet/a conference call. He will present a lecture on the texts and then answer questions. If you have any questions for him on either Vol. 1 or Vol. 2, please be prepared to ask them. Dr. Dee is Professor of Higher Education Administration and Director of the Higher Education Administration Doctoral Program for the College of Education and Human Development at the University of Massachusetts Boston.

At end of August 24 class meeting, you will be asked to reflect on the class overview by doing a 3 minute quick write and by writing in your journals about your main take-aways and how you could apply the issues discussed within your own work environment.

Saturday, August 25

8:30am-5:00pm

Individual Assignment for Class:

Read Bess & Dee's Vol. 1 review as presented on line (see link below; you may need to put in your browser) and read chapters 1-3, pp. 1-87; briefly review the rest of Vol. 1.

https://books.google.com/books?id=AzSFAwAAQBAJ&printsec=frontcover&dq=Bess+Dee+volume&hl=en&sa=X&ved=0ahUKEwjQ8eGunuPVAhUO_mMKHWtQC9IQ6AEINzAD#v=onepage&q=Bess%20Dee%20volume&f=false

Think of one idea from your reading of chapters 1-3 in Vol. 1 (pp. 1-87) and its potential application to leadership and a current/emerging change in your organization. You will orally present your idea in class today. This may be the topic you are thinking of for the Organizational Leadership and Change class paper.

Read:

Chapter 1) The application of organizational theory to colleges and universities (these theories are also applicable to schools and other organizations)

Chapter 2) Colleges and universities as complex organizations

Chapter 3) Approaches to organizational analysis: Three paradigms

Topics:

Organizational Theory as a Field of Study

Schools, Colleges and Universities as Complex Organizations

Scope of Theoretical Analysis

Levels of Organizational Analysis

Social Science Paradigms: Positivist, Social Construction, Postmodern

Paradigms and Organizational Theory

Presentation by and Conversation with Dr. Jay R. Dee, Co-author, *Understanding College and University Organization: Theories for Effective Policy and Practice*, Volume I & Volume II. Dr. Dee is Professor of Higher Education Administration and Director of Higher Education Administration Doctoral Program, College of Education and Human Development, University of Massachusetts Boston.

(9:00 a.m., Pacific time, 12:00 noon Eastern time for Dr. Dee)

Phone: 617.287.7694

Email: jay.dee@umb.edu

Dr. Dee's research interests include college and university governance, higher education accountability systems, and faculty careers and faculty development. He teaches courses in organizational theory and organizational behavior, leadership, and decision making. Currently, he serves as co-director of the New England Center for Inclusive Teaching (www.necit.umb.edu), a multi-institutional faculty development network that links pedagogical practices to an understanding of student diversity.

Dr. Dee also teaches in the Leadership in Urban Schools Doctoral Program, where he focuses on school-based teams, teacher empowerment, and organizational leadership.

Some Published Scholarship (in addition to those listed above)

Dee, J. (2006). Institutional autonomy and state-level accountability: Loosely-coupled governance and the public good. In W. Tierney (Ed.) *Governance and the public good*, pp. 133-155. Albany, NY: SUNY Press.

Dee, J., Henkin, A., & Singleton, C. (2006). Organizational commitment of teachers in urban schools: Examining the effects of team structures. *Urban Education*, 41 (6), 603-627.

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

Dee, J. (2004). Turnover intent in an urban community college: Strategies for faculty retention. *Community College Journal of Research and Practice*, 28 (7), 593-607.

Dee, J., Henkin, A., & Duemer, L. (2003). Structural antecedents and psychological correlates of teacher empowerment. *Journal of Educational Administration*, 41 (3), 257-277.

Dee, J., & Henkin, A. (2001). *Smart school teams: Strengthening skills for collaboration*. Lanham, MD: University Press of America.

Dee, J., Henkin, A., & Chen, J. (2000). Faculty autonomy: Perspectives from Taiwan. *Higher Education*, 40 (2), 203-216.

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The New England Center for Inclusive Teaching (NECIT) is a faculty-based consortium of colleges and universities that disseminates and fosters "best practices," curriculum projects, and the scholarship of teaching. We focus on addressing the diversity of cultures, academic skills, language backgrounds, learning styles, and academic preparation levels among students today. We also provide a supportive network that recognizes a broad range of scholarly interests. NECIT is based at the University of Massachusetts Boston, and is supported by funding from the Ford Foundation.

You will have time for discussion with Dr. Dee. In addition, you will be asked to reflect on his presentation by doing a 3 minute quick write and by writing in your journals about your main take-aways and how you could apply the issues the speaker discussed within your own work environment.

In the afternoon, you will orally present your idea from chapters 1-3 in Vol. 1 (pp. 1-87) and its potential application to leadership and a current/emerging change in your organization. This may be the topic you are thinking of for the Organizational Leadership and Change class paper.

You will also begin writing a brief draft abstract of your potential final paper topic. You may not have a topic in mind yet but can use this as time to brainstorm. An abstract of your course paper is due on Friday, September 7.

At the end of the afternoon, you will be asked to reflect on your readings and thoughts on your paper by doing a 3 minute quick write and by writing in your journals about your main take-aways and how you could apply ideas discussed within your own work environment.

Friday, September 7

Note: prior to class; exact time TBD; possibly 5:00pm

Leaders in Education Speaker: Dr. Nancy Acevedo-Gill, Assistant Professor, CSU San Bernardino

Title of Talk: College-Conocimiento: College (In)Access and Choice for Latina/o/x Students

Summary of Talk: Dr. Acevedo-Gil will present her research on college access and college choice. Dr. Acevedo-Gil will present research findings to challenge college choice as a sequential process. In particular, she will build on her framework of college-*conocimiento*, which entails a serpentine seven stage process where Latina/o/x students reflect on their intersectional identities when preparing for college.

Friday, September 7

5:30pm-9:30pm

Written abstract for your final paper due. No more than one page 12 font double spaced. Prepare a brief oral presentation of your abstract for today.

7:00pm

Dr. Mark Carnero will join us. He is a Youth Services Specialist with the Sacramento Unified School District and a CSUS Sociology instructor. Dr. Carnero is the 2017 EDD Program Outstanding Dissertation Awardee – K-12. The following is an excerpt from his dissertation's nomination letter:

“Mark Carnero’s dissertation – titled *Upset the SetUp: Exploring the curricula, pedagogy, and student empowerment strategies of critical social justice educators* explores with passion, sensitivity and richness seven secondary teachers and their commitment to equity and transformation inside and outside their classrooms. He eloquently portrays their journeys and outlines their intentional social justice approach regarding their paradigm development, curricula choices, pedagogy, strategies for student self-empowerment, and processes for challenging traditional schooling.”

You will have time for discussion with Dr. Carnero. In addition, you will be asked to reflect on his presentation by doing a 3 minute quick write and by writing in your journals about your main take-aways and how you could apply the issues the speaker discussed within your own work environment.

Saturday, September 8

8:30am-5:00pm

Finish brief abstract presentations as needed

Review and Summary of Bess & Dee Texts (see below)

10:15-11:30

LeAnn Fong-Batkin, Ed.D., Education Programs Consultant

College Preparation and Postsecondary Programs Office, California Department of Education, Career and College Transition Division

Dr. Fong-Batkin will present an overview of the organizational structure of the California Department of Education and how that structure has changed to meet emerging state educational needs. She will also discuss her dissertation and its relevance to the study of organizations.

Assigned Reading:

Required: Brief: <https://cepa.stanford.edu/sites/default/files/Brewer.pdf>

For reference only: Full report: <http://cepa.stanford.edu/sites/default/files/8-Brewer%283-07%29.pdf>

You will have time for discussion with Dr. Fong-Batkin. In addition, you will be asked to reflect on her presentation by doing a 3 minute quick write and by writing in your journals about your main take-aways and how you could apply the issues the speaker discussed within your own work environment.

Review and Summary of Bess & Dee Texts

Group 1 presentation on Vol. 1 from Bess & Dee, chapters 4, 5, 6

Lead one of the cases/exercises provided by authors

Turn in individual 1-2 pages in 12 font double spaced written synopsis of the section you prepared for the group presentation

Chapter 4) General and social systems theory
Chapter 5) Organizational environments
Chapter 6) Conceptual models of organizational design

Group 2 presentation on Bess & Dee, chapters 7, 8, & 9
Lead one of the cases/exercises provided by authors
Turn in individual 1-2 pages in 12 font double spaced written synopsis of the section you prepared for the group presentation

Chapter 7) Bureaucratic forms and their limitations
Chapter 8) Organizational roles
Chapter 9) Motivation in the higher education workplace

Group 3 presentation on Bess & Dee, Vol. I, Chapters 10, 11 and Vol. II Chapter 3
Lead one of the cases/exercises provided by authors
Turn in individual 1-2 pages in 12 font double spaced written synopsis of the section you prepared for the group presentation

Chapter 10) Groups, teams, and human relations
Chapter 11) Organizational culture
Vol. II, Chapter 3) Power & politics in higher education organizations

Time to reflect on group presentations by doing a 3 minute quick write and by writing in your journals about your main take-aways and how you could apply the issues discussed within your own work environment.

Friday, September 21

Note: prior to class; exact time TBD; possibly 4:30pm

Leaders in Education Speaker: Dr. Erika Tatiana Camacho, Associate Professor, School of Mathematical and Natural Sciences, Arizona State University (see link below)

<https://asunow.asu.edu/20180702-dr-camacho-wins-prestigious-presidential-award-excellence>

Friday, September 21

5:30-9:30

7:00pm

Dr. Man Phan, a member of the California Community Colleges Board of Governors and Chair of the Business Department at Cosumnes River College will join us. Here is the article addressing Dr. Phan's appointment:

Gov. Jerry Brown has appointed Man Phan, Ed.D., a cohort 4 alumnus of the Doctorate in Educational Leadership program, to the California Community Colleges Board of Governors.

His two-year term ends January 15, 2019. He is a faculty member at Cosumnes River College in Elk Grove, working directly with our students as a professor of business and marketing since 2012.

“We are thrilled the governor has selected Man Phan to join the Board of Governors,” said CCC Chancellor Eloy Ortiz Oakley in a statement. “Man is highly regarded by colleagues and students alike and is dedicated to our system’s mission of expanding access, improving graduation rates and increasing our students’ social mobility. He will be a strong leader for our system and advocate for our 2.1 million students. I am pleased to welcome him to our board.”

In addition to Phan’s work at Cosumnes River College, he was a business development manager at Steinberg Architects from 2008 to 2012 and at Carrier Johnson and Culture from 2004 to 2008. Phan also served as a legislative assistant with the San Diego County Board of Supervisors from 2001 to 2003 and the San Diego City Council in 1998. Prior to receiving his doctorate at Sacramento State, Phan earned a master’s degree in Business Administration from the University of San Diego School of Business.

You will have time for discussion with Dr. Phan. In addition, you will be asked to reflect on his presentation by doing a 3 minute quick write and by writing in your journals about your main take-aways and how you could apply the issues the speaker discussed within your own work environment.

Review and Summary of Bess & Dee Texts

Group 4 presentation on Bess & Dee, Vol. II, chapters 9, 10, 11

Lead one of the cases/exercises provided by authors

Turn in individual 1-2 pages in 12 font double spaced written synopsis of the section you prepared for the group presentation

Chapter 9) Organizational change in higher education

Chapter 10) Leadership

Chapter 11) The end and the beginning: Fresh thoughts about organizational theory

Presentation on Ethics and Educational Leadership with group exercises addressing ethical issues

Time to reflect on the group presentation/ethics exercise by doing a 3 minute quick write and by writing in your journals about your main take-aways and how you could apply the issues discussed within your own work environment.

Saturday, September 22

8:30am-5:00pm

Finish group presentations and/or ethics exercise as needed

Organizational Leadership and Change presentations of individual papers
(including the theories provided in the readings as the basis for your analysis of
leadership and change in the organization with which you are currently affiliated).

Final Course Journals and Papers Submitted.

Course Wrap Up