**HIED 7200**

**Organizational Issues in Higher Education**

**Fall 2017**

**Course Instructor Information**

Crystal E. Garcia

Haley Center Room 4082

(334) 844-5038

CEG0051@auburn.edu

**Office Hours**

I am holding office hours on Mondays from 3:00 pm - 4:15 pm and Wednesdays from 3:00 - 4:15 pm (unless otherwise noted). I recommend pre-scheduling an appointment just to make sure I am not out of town or out of the office. You can make an appointment via the following:

calendly.com/cegarcia

These meetings can take place in person, by phone, or online via Zoom, Skype, or Google Hangouts. I am also available to chat by appointment on different days. Email me to schedule a time if my posted office hours do not work for your schedule.

I will attempt to respond to emails within 48 hours unless I am at a conference or away from my computer for some reason (I will let you know). If you have an urgent concern (e.g. a professional/personal crisis, an urgent question about an upcoming assignment), please put “Urgent” in the subject line of your e-mail to me. I ask for your best judgment to not overuse this, so that I can respond quickly to those messages that are truly urgent.

**Course Information**

**Credit Hours:** 3 semester hours

**Canvas site:** https://auburn.instructure.com

**Class Meetings:** Mondays, 5:00 - 7:50 pm, Haley Center Room 2468

**Prerequisites:** None

**Required Texts (3):**

Manning, K. (2013). *Organizational theory in higher education*. New York, NY: Routledge. ISBN 978-0415874670

Strange, C. C., & Banning, J. H. (2015). *Designing for learning: Creating campus environments for student success* (2nd ed.). San Francisco, CA: Jossey-Bass. ISBN- 978-1118823521

American Psychological Association. (2009). *Publication Manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association. ISBN-13: 978-1433805615

*Additional required readings may be distributed by the professor or posted on Canvas.*

**Changes to the Syllabus**

This Syllabus was last updated on August 18, 2018. Any addendums made to this syllabus will be announced on Canvas, via email, and in person during class.

**Course Description**

The continuously evolving landscape of higher education raises the imperative for college and university leaders to understand the context of postsecondary education and how to navigate decision-making processes within those contexts. This course is designed to introduce both theory and practical examples of organizational behavior in a college or university setting in an effort to shed light on these complexities.

**Course Objectives**

Upon completion of this course, students will:

I. Display a graduate-level understanding of organizational issues, structures, and constituencies present in higher education institutions;

II. Recognize the interrelationships between dimensions of institutional environments and organizational structures;

III. Identify strategies for policy planning, decision making, and implementing change, at the program, department, and college level;

III. Develop ability to analyze case studies and problems using theoretical approaches learned in the course, providing responses to real-world problems and making a case for those responses;

IV. Demonstrate scholarly skills through critical reading and analysis, creative inquiry, and familiarity with literature and research related to organizational issues in higher education.

**Assignments and Attendance**

All assignments should be submitted by the start of class on the day they are due as noted in the syllabus. But, I know life happens. If you must hand in work late on occasion due to an unforeseen issue, please discuss the situation with me PRIOR (meaning more than 24 hrs) to the due date. No incompletes will be given in this class except for major, unexpected emergencies and only after consultation with me. Late assignments that were unapproved will receive a deduction in points.

**Course Policy Statements**

**Excused Absences**

Students are granted excused absences from class for the following reasons:  Illness of the student or serious illness of a member of the student’s immediate family, the death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for University classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays.  Students who wish to have an excused absence from this class for any other reason must contact the instructor in advance of the absence to request permission.  The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence.  Appropriate documentation for all excused absences is required.  Please see the [*Student Policy eHandbook*](http://www.auburn.edu/student_info/student_policies/) for more information on excused absences (<http://www.auburn.edu/student_info/student_policies/>).

**Make-Up Policy:**Arrangement to make up missed major assignments due to properly authorized excused absences must be initiated by the student within one week from the end of the period of the excused absences.  Except in unusual circumstances, such as continued absence of the student or the advent of University holidays, assignments will be due within two weeks from the time that the student initiates arrangements for it. Except in extraordinary circumstances, no make-up work will be arranged during the last three days before the final exam period begins.

**Academic Honesty Policy**:  All portions of the Auburn University student academic honesty code (Title XII) found in the [*Student Policy eHandbook*](http://www.auburn.edu/student_info/student_policies/) will apply to this class.  All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

**Disability Accommodations**: Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).

**Respect for Diversity**

It is my intention to conduct this course in such a manner that a clear respect for diversity is maintained throughout the course content, activities, and with materials used. This includes respect for treatment of materials/issues/people with respect to gender/gender expression, sexuality, disability, age, religion, socio-economic status, ethnicity (race, nation, or culture), race (physical characteristics transmitted by genes; body of people united by common history or nationality), and culture (beliefs, customs, arts, and institutions of a society). Feedback and suggestions about how our community is maintaining respect for diversity are invited.

Students who target or make derogatory comments about an individual based on any of these social identities or towards any social identity group will be issued a warning. Continuance after a warning may be grounds for removal from the course. In order to promote a welcoming and fruitful learning environment, I also reserve the right as instructor to remove any online posts deemed offensive by me. Students who are concerned about the posting of another student may address that student directly in an email or posting and are encouraged to notify me as well.

**Mutual Respect and Consideration**

We may discuss topics that may be uncomfortable to you or to your peers. Please respect one another’s experiences and viewpoints. Your experience may be different from theirs but that is far from making someone else’s experiences wrong. When you speak about your opinions, speak only for yourself – please refrain from speaking on behalf of a group of people or from asking your peers to speak on behalf of a group of people.

As the discussion occurs, people may share personal experiences. Please respect confidentiality by not taking class discussions outside of the class, particularly if it is about the experiences of others. You may ask an individual or the class permission to share experiences discussed outside the space it was originally shared.

**Grading**

**All written assignments are expected to conform to the guidelines and reference formats specified in the Publication Manual of the American Psychological Association (6th ed.). All work must be typed, double-spaced, using 1-inch margins and 12-point font (preferably Times New Roman) and include a cover page—all following APA guidelines. Submit assignments through Canvas. Papers should be submitted in Microsoft Word (not PDF).** Rubrics used for grading will be available online on Canvas and will be based on the criteria provided in the assignment descriptions in addition to formatting (APA use and page limits).

Because higher education professionals are expected to possess good writing skills, written assignments will be graded on their technical quality as well as content. All written assignments should be carefully proofread for spelling, grammar, and APA style. If your writing skills are not strong, I urge you to seek outside help to improve them. You may take advantage of the university writing resources (<http://wp.auburn.edu/writing/writing-center/>) or ask peers if they would be willing to provide you feedback (offer to trade papers and review for each other—I do this before submitting articles for publication).

Grades will be assigned based on the following percentages:

1. Introduction 1%
2. Community Engagement 29%
3. Class Facilitation 10%
4. Organizational Issue Analysis 10%
5. Environmental Analysis 15%
6. Interview Reflection Paper 15%
7. Case Study Analysis and Presentation 20%

The following grading scale will be used:

90 - 100 = A

80 – 89.99 = B

70 – 79.99 = C

60 – 69.99 = D

Below 60 = F

**Assignments**

**1. Introduction Project**

***Assignment Value***

Percent of total grade: 1%

***Assignment Due Date***

Monday, August 28th

***Assignment Goal:***

Allow students to introduce themselves to the class and learn about each other and begin to understand what every person brings to the learning space.

***Assignment Description***:

Introduce yourself to the instructor and to the class—we need to know about each other as part of our community building. Create an infographic about you that answers the questions below. A good, free tool is Piktochart (<http://piktochart.com/>). Your infographic should be posted to the Canvas discussion online and you will present the infographic to the class. When you post, insert it as a photo.

In the infographic, you should tell us about the following:

* Preferred Name
* Preferred Pronouns (He/Him, She/Her, Ze/Hir, none, etc)
* Academic Background
* Professional Experience, Current Professional Environment (Position and Institution)
* Personal Interests
* Professional Goals
* Strength(s) you bring to the learning environment.
* Concerns/Considerations you have coming into the class
* What you hope to get out of this course or what you are most interested in learning about.

**Community Engagement**

***Assignment Value***

Percent of total grade: 29%

***Assignment Due Date***

Throughout the course.

***Assignment Goal***

To cultivate a strong and supportive community in which all students can learn and be challenged.

***Assignment Description***:

There are three components to earning community engagement points:

1. Regular attendance and participation in the course is essential to a successful learning environment. Accordingly, I will keep track of attendance.
2. We will use online Lino boards as a springboard for our discussions. Submitting a post for each class discussion is required. I will send you an invitation to create an account on linoit.com using your Auburn email address. You will be invited to join a group, and will have access to an online bulletin board that is accessible only by members of our class. On the virtual bulletin board, you will post virtual stickies with words, phrases, images, links, etc. that stand out to you in relation to our weekly readings. During class, you will be asked to explain your post and we will discuss as a group.
3. A final and crucial component of course engagement is participation in our course discussions. I will consider the following factors when evaluating your participation:
* offering punctual posts on our course Lino boards
* contributing interesting, insightful comments that reflect familiarity with the course readings to discussions
* presenting good examples of concepts being discussed
* building on the comments of others
* raising good questions
* being sensitive to your level of participation and making attempts to increase or decrease it as necessary
* being sensitive to the emotional impact of your statements
* considering and responding appropriately to others' comments
* while challenging the perspectives and ideas of peers with differing opinions and experiences is encouraged, attacking or devaluing the contributions of others are unacceptable for this class and are grounds for removal from the course at the discretion of the instructor.

Students may earn up to 100 points during each class period - 25 points for submitting discussion prompts (Lino posts), 25 points for attendance and 50 points for active discussion based on the above criteria. The lowest daily engagement grade will be dropped, which means that students may miss one class period without affecting their grade. Points will be totaled and divided by the number of class meetings (not counting classes cancelled due to holidays, weather, or other circumstances) to reach a total grade for community engagement. Additional absences must be discussed with me and alternative assignments may be given based on extenuating circumstances.

**Class Facilitation**

***Assignment Value***

Percent of total grade: 10%

***Assignment Due Date***

Throughout the course.

***Assignment Goal***

Knowledge acquisition, integration, and application are critical learning outcomes of this course. To facilitate the integration and application of the content covered in class, you will facilitate a 45 minute activity during a class of your choice.

***Assignment Description***:

In groups of 2-3, you will choose a class meeting in which you will plan a **45 minute** **experiential exercise** related to that class topic to be presented in the first half of the class meeting. You will sign up for the topics of your choice on the first day of class. Some suggested activities are case studies, games, a panel presentation, or using popular media to explore organizational issues in higher education. The focus of your facilitation should be on understanding the course content we are discussing that week.

The point of this assignment is to gain experience in facilitating the learning of others. This does not equate to presenting or simply “telling” the information for the day. The expectation is not that you will present a lot of new information, but rather that you will facilitate an understanding of the information in the readings. Help the class learn the material in some thoughtful or innovative way.

***In order to help me plan class time, please send me an email the Thursday before class by 5:00 pm to let me know what you are planning to do. Nothing formal, just a few sentences describing what you will be doing.***

Tips:

* Plan your time wisely and do not try to do too much. You are limited to 45 minutes – don’t make me cut you off!
* It is not necessary to have each person in your group present something different or facilitate a different activity – this is a *group* facilitation, not a series of individual facilitations. Work together.
* Be creative.

**Organizational Issue Analysis**

***Assignment Value***

Percent of total grade: 10%

***Assignment Due Date***

Monday, September 11

***Assignment Goal:***

Allow students to synthesize and demonstrate their knowledge of organizational issues in higher education as discussed so far in the semester.

***Assignment Description***:

To better understand organizational issues faced within higher education, you will select a news article from a list provided by the instructor to critique. An excellent critique will include a summary of the issue as described within the article AND a critical evaluation of the issue. Conclude with your perspectives on the issue at hand.

Some suggested questions to ask yourself of the article are:

* What is the issue at hand?
* What are the arguments in opposition of how administration handled this issue?
* What are the arguments in support of how administration handled this issue?
* What are my thoughts on the issue?
* What would be my response to the issue if I was a faulty member or administrator in the field and faced this issue?
* What implications might this issue present for the future of higher education?

Please do not list out these questions and answer them in bullet form. Rather, use them as a jumping-off point to develop a well-written critique and evaluation of the issue.

**This assignment should be between 3-5 pages in length not including the title page and references. Be sure to properly cite the news article and any other sources used in the critique.**

**Environmental Analysis**

***Assignment Value***

Percent of total grade: 15%

***Assignment Due Date***

Monday, October 16

***Assignment Goal:***

Allow students to synthesize and demonstrate their knowledge of higher education environments as discussed so far in the semester.

***Assignment Description***:

This assignment is intended to help you synthesize and demonstrate your knowledge of the four major environmental frameworks (i.e., physical, aggregate, organizational, socially constructed) that we have covered in the first portion of this course. In writing this paper, you will need to use the theoretical constructs associated with each of the four frameworks to describe a current or previous higher education employment or internship site; use the same work site throughout your paper.

This project should include the following:

1. Introduction of your work setting (name, place within the larger organization, type of institution, summary of institutional norms/culture), your responsibilities/position.
2. Choose two of the following types of environments to analyze your work setting:
	1. Physical environment: What does your primary work site look like; describe your synthetic environment. How might this effect the organizational culture? What are strengths and limitations of this physical environment?
	2. Aggregate environment: Describe the human aggregate of your work site. What are the pertinent demographic, personality, and other characteristics of the group of people with whom you work? To what extent is the human aggregate you describe differentiated and consistent? How does the human aggregate you describe seem to influence behaviors? How does this affect the work that you do in this setting?
	3. Organizational environment: How is your work setting organized? Discuss the organization of your work site using the structural components highlighted in course readings. Does the organizational structure facilitate or inhibit the goals of the organization? To what extent is your setting characterized by a fluid or static organizational pattern?
	4. Constructed environment: What is the predominant “image” of your work setting? What sort of “social climate” is evident? How do the concepts of “need” and “press” relate to your work setting? Have your perceptions about your work setting remained stable or have they changed over time? What are the key cultural artifacts of your setting and how do they relate to what is valued there? How is diversity treated within this environment (if it is at all)?
3. Analysis: How do the environmental features affect your overall satisfaction and stability in this setting? Your analysis should focus carefully on the nature and quality of your interaction with this work setting, given your personal characteristics and the major features that you attributed to this environment in your prior responses.

This assignment will be graded on the following: if you completed each element of the assignment, to what extent you made connections between your experience/environment and the course readings, and creativity. The format for this assignment includes a **5-6 page double spaced paper and an 8-10 minute PowerPoint/Prezi presentation including highlights from your analysis to present to the class. Stay within the page/time limits!**

**Interview Reflection Paper**

***Assignment Value***

Percent of total grade: 15%

***Assignment Due Date***

Monday, November 13

***Assignment Goal:***

Allow students to interview a current higher education administrator and apply course readings to a true-to-life scenario. This will provide the opportunity to apply what you are learning so far in this course.

***Assignment Description***:

Identify a current or former higher education administrator to whom you have access and can interview. This should not be a significant other, partner or spouse. For example, this person could be a staff member in the Division of Student Affairs, a department chair for an academic department, or a director/manager of an office on a college campus.

Conduct and record an oral interview with the individual. Following your interview, write an essay that includes quotations from the interview and draws upon readings/sources from the course readings (cite them in your paper) to support the participant’s perspectives and decision-making process.

The purpose of this assignment is to analyze the individual’s decision-making approach in light of our course readings. You will create the interview questions, but they must focus on two areas: 1. the interviewee’s institutional/departmental environment including its organizational characteristics and 2. An issue or problem the interviewee encountered within that context and how they addressed the issue. As a checklist, interview your participant with pre-determined questions that will allow you to include the following in your paper:

* Brief overview of the participant’s position on campus, including the participant’s scope of responsibility
* Describe the participant’s *institution* based on Strange and Banning’s components of campus environments (e.g., physical, aggregate, organizational, socially constructed)
* Describe the participant’s *institution* based on Manning’s organizational perspectives (e.g., organized anarchy, collegium, political, cultural, bureaucracy)
* An issue or problem the participant faced within the institution
* How the individual addressed the issue or problem they faced
* Include advice from your participant on how they define effective leadership in their institutional/departmental/organizational setting. Be sure to support these statements with course readings.

In addition to sharing the story of your subject, make sure you connect its importance to the broader context of higher education environments, the specific institution, or both. Finally include recommendations or other ideas grounded in our readings that you would have to address the situation that your participant identified.

This paper should be **5-6 pages, double-spaced in length, and adhere to APA 6 standards.** **Stay within the page limits!**

**Case Study Analysis and Presentation**

***Assignment Value***

Percent of total grade: 20%

***Assignment Due Date***

Monday, December 11

***Assignment Goal:***

Allow students to apply course content to a true-to-life scenario in a postsecondary context.

***Assignment Description***:

Throughout this semester we have read many examples of case studies in the context of higher education, now you will construct a case study for analysis. You should provide a thoughtful and detailed analysis of the case including a detailed list of the characters involved and context-specific details regarding the organizational environment. In the case, a higher education leader (or multiple leaders) face a dilemma and you will narrate the character’s decision making process as if it were your own. Go beyond just regurgitating the facts of the case—really apply theories/ideas that you’ve read thus far in the semester to support your decision-making process. Additional instructions will be provided later in the semester. The length of this paper should be **10-12 pages double-spaced**. **Stay within the page limits! You will also create a 10-15 minute narrated PowerPoint/Prezi or video including highlights from your analysis to present to the class.**

**Course Calendar**

*\*Additional readings may be assigned during the semester. Any changes will be announced by the instructor during class and online via email and Canvas.*

**Aug 21 – Aug 27 Welcome and Setting the Stage**

*Discussion/Presentations:*

* Introductions
* Syllabus and course structure
* Class facilitation sign up

*Readings for next class:*

* Manning, *Organizational Theory in Higher Education*: Chapter 1 (pp. 1-10)
* Strange & Banning, *Educating by Design*: Part 1 Intro… (pp. 1-7)
* Skim through higher ed news at Inside Higher Ed <https://www.insidehighered.com> and the Chronicle of Higher Education <http://www.chronicle.com>

*Assignments:*

* *Introduction Project due by Monday, August 28*
* *Create Lino account and post by Monday, August 28*

**Aug 28 - Sept 3** **Campus Environments and Organizational Theory**

*Discussion/Presentations:*

* Manning Chapter 1; Strange & Banning Part 1 Intro; Higher ed news
* Assignment due - Lino posts
* Assignment due - Introduction Project presentations

*Readings for next class:*

* Strange & Banning, *Educating by Design*: Chapter 1 Physical Environments (pp. 9-47)
* Gasman, M. (2008). Minority-Serving Institutions: A historical backdrop. In M. Gasman, B. Baez, & C. Sotello Viernes Turner (Eds.), *Understanding Minority-Serving Institutions* (pp. 18-27). Albany, NY: State University of New York Press.
* Park, J. J., & Teranishi, R. T. (2008). Asian American and Paciﬁc Islander serving institutions: Historical perspectives and future prospects. In M. Gasman, B. Baez, & C. Sotello Viernes Turner (Eds.), *Understanding Minority-Serving Institutions* (pp. 111-126). Albany, NY: State University of New York Press.

*Assignments Due:*

* *Lino post by Monday, September 4*

**Sept 4 - Sept 10**

***No class September 4th – Enjoy Your Labor Day!***

*Readings for next class:*

* Chambers, T. C. (2005). The special role of higher education in society: As a public good for the public good. In A. J. Kezar, T. C. Chambers, J. C. Burkhardt (Eds.), *Higher education for the public good: Emerging voices from a national movement* (pp. 3-22). San Francisco, CA: Jossey-Bass.
* Szekeres, J. (2004). The invisible workers. *Journal of Higher Education Policy and Management, 26*(1), 7-22. doi: 10.1080/1360080042000182500
* Alpert, D. (1985). Performance and paralysis: The organizational context of the American research university. The Journal of Higher Education, 56(3), 241-281.

*Assignments Due:*

* *Lino post by Monday, September 11*
* *Organizational Issue Analysis due by Monday, September 11*

**Sept 11 – Sept 17 Physical Environments and Organizational Context**

*Discussion/Presentations:*

* Strange & Banning Chapter 1; Gasman (2008); Park & Teranishi (2008); Chambers (2005); Szekeres (2004); Alpert (1985)
* Assignment due - Lino posts
* Assignment due - Organizational Issue Analysis

*Readings for next class:*

* Strange & Banning, *Educating by Design*: Chapter 2 Aggregate Environments (pp. 49-77)
* Aguirre, A., Jr., & Martinez, R. (2002). Leadership practices and diversity in higher education: Transitional and transformational frameworks. *The Journal of Leadership Studies, 8*(3), 53-62.
* Johnson, H. L. (2016.) *Pipelines, pathways, and institutional leadership: An update on the status of women in higher education.* Washington, DC: American Council on Education.

*Assignments Due:*

* *Lino post by Monday, September 18*

**Sept 18 – Sept 24 Aggregate Environments**

*Discussion/Presentations:*

* Strange & Banning Chapter 2; Aguirre & Martinez (2002); Johnson (2016)
* Assignment due - Lino posts

*Readings for next class:*

* Strange & Banning, *Educating by Design*: Chapter 3 Organizational Environments (pp. 79-112)
* Rhoades, G. (2000). Who’s doing it right? Strategic activity in public research universities. *The Review of Higher Education, 24*(1), 41-66.
* Rhoades, G. (2001). Managing productivity in an academic institution: Rethinking the whom, which, what, and whose of productivity. *Research in Higher Education, 42*(5), 619-632.

*Assignments Due:*

* *Lino post by Monday, September 25*

**Sept 25 – Oct 1 Organizational Environments**

*Discussion/Presentations:*

* Strange & Banning Chapter 3; Rhoades (2000); Rhoades (2001)
* Assignment due - Lino posts

*Readings for next class:*

* Strange & Banning, *Educating by Design*: Chapter 4 Socially Constructed Environments (pp. 113-133)
* Kezar, A., & Eckel, P. D. (2002). The effect of institutional culture on change strategies in higher education: Universal principles or culturally responsive concepts? *The Journal of Higher Education, 73*(4), 435-460.

*Assignments Due:*

* *Lino post by Monday, October 2*

**Oct 2 – Oct 8 Socially Constructed Environments**

*Discussion/Presentations:*

* Strange & Banning Chapter 4; Kezar & Eckel (2002)
* Assignment due - Lino posts

*Readings for next class:*

* Greenwood, R., & Hinings, C. R. (1996). Understanding radical organizational change: Bringing together the old and the new institutionalism. The Academy of Management Review, 21(4), 1022-1054.
* Gumport, P. J. (2000). Academic restructuring: Organizational change and institutional imperatives. Higher Education, 39, 67-91.
* Mills, M., Bettis, P., Miller, J. W., & Nolan, R. (2005). Experiences of academic unit reorganization: Organizational identity and identification in organizational change. The Review of Higher Education, 28(4), 597-619.

*Assignments Due:*

* *Lino post by Monday, October 9*

**Organizational Perspectives**

**Oct 9 – Oct 15 Organizational Change**

***Oct. 12-13 Fall Break***

*Discussion/Presentations:*

* Greenwood & Hinings (1996); Gumport (2000); Mills, et al. (2005)
* Assignment due - Lino posts

*Readings for next class:*

* Manning, *Organizational Theory in Higher Education*: Chapter 2 Organized Anarchy (pp. 11-24), Chapter 3 Case (pp. 25-34); Chapter 4 Collegium (pp. 35-52), Chapter 5 Case (pp. 53-66)

*Assignments Due:*

* *Lino post by Monday, October 16*
* *Environmental analysis due Monday, October 16*

**Oct 16 – Oct 22 Organized Anarchy & Collegium Perspectives**

*Discussion/Presentations:*

* Manning, *Organizational Theory in Higher Education*: Chapter 2, Chapter 3, Chapter 4, Chapter 5
* Assignment due - Lino posts
* Assignment due – Environmental analysis

*Readings for next class:*

* Manning, *Organizational Theory in Higher Education*: Chapter 6 Political (pp. 67-78), Chapter 7 Case (pp. 79-89), Chapter 8 Cultural (pp. 90-102), Chapter 9 Case (pp. 103-111)

*Assignments Due:*

* *Lino post by Monday, October 23*

**Oct 23 – Oct 29 Political & Cultural Perspectives**

*Discussion/Presentations:*

* Manning, *Organizational Theory in Higher Education*: Chapter 6, Chapter 7, Chapter 8, Chapter 9
* Assignment due - Lino posts

*Readings for next class:*

* Manning, *Organizational Theory in Higher Education*: Chapter 10 Bureaucracy (pp. 112-124), Chapter 11 Case (pp. 125-134), Chapter 12 New Science (pp. 135-149), Chapter 13 Case (pp. 150-158)

*Assignments Due:*

* *Lino post by Monday, October 30*

**Oct 30 – Nov 5 Bureaucracy & New Science Perspectives**

*Discussion/Presentations:*

* Manning, *Organizational Theory in Higher Education*: Chapter 10, Chapter 11, Chapter 12, Chapter 13
* Assignment due - Lino posts

*Readings for next class:*

* Manning, *Organizational Theory in Higher Education*: Chapter 14 Feminist (pp. 159-170), Chapter 15 (pp. 171-181)

*Assignments Due:*

* *Lino post by Monday, November 6*

**Nov 6 – Nov 12**

***\*Nov 8-11 ASHE Conference***

* *No class meeting – see Canvas for video course updates*
* *Continue working on your interview reflection assignment*

*Readings for next class:*

* Manning, Organizational Theory in Higher Education: Chapter 16 Spiritual (pp. 182-194), Chapter 17 Case (pp. 195-203)

*Assignments Due:*

* *Lino post by Monday, November 13*
* *Interview reflections due Monday, November 13*

**Nov 13 – Nov 19 Feminist & Spiritual Perspectives**

*Discussion/Presentations:*

* Manning, *Organizational Theory in Higher Education*: Chapter 14, Chapter 15, Chapter 16, Chapter 17
* Assignment due - Lino posts
* Assignment due – Interview reflections

*Readings for next class:*

* Jongbloed, B., Enders, J., Salerno, C. (2008). Higher education and its communities: Interconnections, interdependencies and a research agenda. *Higher Education, 56*, 303-324. doi: 10.1007/s10734-008-9128-2
* Harper, S. R., & Hurtado, S. (2007). Nine themes in campus racial climates and implications for institutional transformation. *New Directions for Student Services*, *120*, 7–24. <https://doi.org/10.1002/ss.254>
* Brown, R. D., Clarke, B., Gortmaker, V., & Robinson-Keilig, R. (2004). Assessing the campus climate for gay, lesbian, bisexual, and transgender (GLBT) students using a multiple perspectives approach. *Journal of College Student Development, 45*(1), 8-26. doi: 10.1353/csd.2004.0003

*Assignments Due:*

* *Lino post by Monday, November 27*

**Nov 20 – Nov 26**

***Nov 20-24 Thanksgiving break!***

*Readings for next class:*

* Skim through higher ed news at Inside Higher Ed <https://www.insidehighered.com> and the Chronicle of Higher Education <http://www.chronicle.com>

*Assignments Due:*

* *Lino post by Monday, November 27*

**Nov 27 – Dec 3 Stakeholders & Campus Climate**

*Discussion/Presentations:*

* Jongbloed et al. (2008); Harper & Hurtado (2007); Brown et al. (2004); higher ed news
* Assignment due - Lino posts

*Readings for next class:*

* Altbach, P. G., & Knight, J. (2007). The internationalization of higher education: Motivations and realities. *Journal of Studies in International Education, 11*(3/4), 290-305. doi: 10.1177/1028315307303542
* Checkoway, B. (2001). Renewing the civic mission of the American research university. *The Journal of Higher Education, 72*(2), 125-147.

Optional readings:

* Strange & Banning, *Educating by Design*: Chapter 7 Building Communities of Learning (pp. 213-238), and Chapter 8 Learning Through Mobile Technology (pp. 239-270), Chapter 9 Assessing and Creating Designs for Student Learning and Success

*Assignments Due:*

* *Lino post by Monday, December 4*

**Dec 4 – Dec 8 Issues in Higher Education**

*Discussion/Presentations:*

* Altbach & Knight (2007); Checkoway (2001)
* Assignment due - Lino posts

*Assignments Due:*

* *Case Study Analysis due by Monday, December 11*

**Dec 11 – Dec 15 Final Exam Period**

*Presentations: Case study analysis*