



## AUBURN UNIVERSITY SYLLABUS

1. **Course Number:** EDLD 7200  
**Instructors:** Dr. Jay Gogue and Dr. Jose Llanes  
**Course Title:** Supervision and Personnel Management  
**Credit Hours:** 3 semester hours  
**Class Meetings:** Mondays 5:00-7:50 PM Place: Haley 2116  
**Blackboard site:** blackboard.auburn.edu  
**Office:** Haley Center 4080, phone (334) 844-3074  
**Office Hours:** M: 1:30 – 3:30; Wed: 1:30 – 3:30 pm; and by appointment  
**E-mail:** jrllanes@auburn.edu  
**Pre-/Co-requisites:** None
2. **Date Syllabus Prepared:** December 2009
3. **Required Text:** Birnbaum, R. (1991). *How colleges work*. San Francisco, CA: Jossey-Bass. ISBN 155542354X  
  
**Case Studies:** The New Department Chair  
Assessment in the Commonwealth of Virginia  
Duke Corporate Education Inc.  
  
**On reserve:** Senge, Peter (2006) *The Fifth Discipline*. Doubleday N.Y. ISBN 0 385-51725-4
4. **Catalog Description:** Theory and practice of Higher Education organizations with emphasis on supervision and management of personnel
5. **Course Objectives:** Upon completion of this course, students will be able to:
  - I. Display a graduate-level understanding of organizational issues and structures present in higher education institutions.
  - II. Understand and explain elements of Collegiality, Bureaucracy, Political and Anarchical systems present in higher education organizations and principles of the Learning Organizations model to issues and cases.

- III. Demonstrate ability to analyze case studies and problems presented in class, provide adequate responses to real-world problems and make a case for those responses.

## **6. Course Content**

- I. Understanding Colleges and Universities as Organizations
  - A. Governance and organization
  - B. Leadership theories
  - C. Institutional and organizational constraints
  - D. The Capitalized University
- II. Structure and Dynamics of the Higher Education Enterprise
  - A. Awareness of systems approach
  - B. Functions and dysfunctions of the system
  - C. Quality Systems and Accreditation
- III. Organizational Models
  - A. Collegial institution
  - B. Bureaucratic institution
  - C. Political institution
  - D. Anarchical institution
  - E. Learning Organizations
- IV. Cybernetic Institutional Model
  - A. Feedback and loops
  - B. Data collection and managing change
  - C. Management by exception
  - D. Effective administration at a cybernetic college or university
- V. Case Studies
  - A. Ability to read, understand, analyze and respond to questions
  - B. The micro-politics of Departments
  - C. State-mandated Change
  - D. New Forms of Organization in Higher Education
- VI. The Future of the Academic Enterprise
  - A. The Capitalized Academy
  - B. The Virtual University
  - C. Client-driven models

## 7. Course Requirements:

I. **Regular attendance and class participation** are essential for successful completion of the course. We will record attendance as well as participation and grade participation as a whole at the end of the course. Ten points will be awarded as follows:

- a. Active participation includes asking questions, sharing experiences, engaging others with valid critical exchanges and contributing to the class community in general. Student is able to demonstrate he/she has read the assigned material and has drawn valid conclusions or raised good questions. Such participation will earn 8-10 points.
- b. Passive participation involves piggyback discussion limited to the issues raised by others, lack of reading of materials is evident. Six to 8 points.
- c. No participation obtains when a student is absent or chooses not to participate in the discussion. 0-3 points

Students may earn up to 10 points for participation. Absences will be viewed as it would in a professional position. Extenuating circumstances will be considered on an individual basis, especially if negotiated ahead of time.

II. **Weekly Readings and Blackboard Postings.** Students will post once weekly in the Blackboard Discussion forum online.

- a. One posting based upon Weekly reading(s): Post a short reflection about an assigned reading. Assigned readings are posted weekly by the instructor and include sections from the textbook (*Birnbaum*), journal articles, and/or articles from other sources. There will be no specific assignment of readings from the “The Fifth Discipline” but posted reflections on this reading will also be credited and maybe used in lieu of postings on *Birnbaum*. Instructor may use your posting for discussion in class in which case you will get credit on participation as well. You may react to another student’s posting in addition to writing your own. Reflections for the week are due no later than Wednesday of the week in which the readings were discussed. Reflections will receive 3-8 points each for a maximum of 45 points.

III. **Case Study Development/Presentation.** Students will be placed in 5 teams of 5-6 students and asked to develop a case study from the literature shared with students and/or their own personal and professional experience. Case study should not exceed 5 pages. The team Captain will post in Blackboard and send me at [jrlanes@auburn.edu](mailto:jrlanes@auburn.edu) all case studies on by **March 30th**. Students will present the cases to the class and direct discussion. A schedule of presentations will be worked out in March.

## 8. Grading and Evaluation Procedures:

The final grade for the course will be based on the following categories. All grades are computed on an individual basis. Grade for the Case Study Construction and Presentation will be awarded on a team basis. The students will agree ahead of time that regardless of the actual performance of each member of the group, the combined performance a) quality of the case study construction, b) presentation and c) discussion will be evaluated as a single score for the team.

Class participation in discussion/activities	10 pts.
Postings on weekly reading	45 pts
Team Scores on Case Study	45 pts.
Total.....	100 points

The following grading scale will be used:

90 - 100	= A
80 - 89	= B
70 - 79	= C
60 - 69	= D
Below 60	= F

## 9. University Policy Statements:

- I. Students are expected to attend all class meetings and participate in all classroom exercises (Tiger Cub, p. 73). Should students need to be absent for any reasons, please contact the course instructor before missing that class meeting.
- II. Students are responsible for initiating arrangements for missed work due to excused absences (Tiger Cub, p. 74)
- III. Students who need special accommodations should make an appointment to discuss the Accommodation Memo during office hours as soon as possible. If you do not have an Accommodations Memo, contact the Program for Students with Disabilities, in 1244 Haley Center as soon as possible. Telephone: 334-844-2096.
- IV. All portions of the Auburn University Honesty Code can be found in the Tiger Cub (Title XII) will apply in this class.
- V. A grade of incomplete will not be given except under extreme circumstances as determined by the instructor.

## 10. Course Schedule for Spring 2010

**January 11 2010 First Class Session.** Introductions, explanations of course objectives and expected outcomes, discussion on content and method of instruction. *Divide into teams for Case Study Creation and Presentation*

*Assigned Reading:* Since you will have two weeks before the next meeting (January 25<sup>th</sup>) the assignment is to read the *How Colleges Work* textbook in its entirety. You may also peruse the *Fifth Discipline* book and read those portions that catch your attention. Limit your reflections and postings to Chapter I of Birnbaum's book.

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**January 18 2010 M. L. King Day (Holiday)**

**Martin Luther King, Jr. Day** is a United States holiday marking the birth date of Rev. Dr. Martin Luther King, Jr., observed on the third Monday of January each year, around the time of King's birthday, January 15. It is one of three United States federal holidays to commemorate an individual person.[1]

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**January 25 2010 Second Class Session.** Problems of Governance, Management and Leadership.

Discussion will begin with questions from the students based on the reading of Chapter 1. **At the beginning of each class**, the professor will ask if there are any questions and silence will be observed until questions are asked. Come ready with your questions, each person present will be expected to ask a question or make an observation based on the readings.

Topics:

- 1) The paradox of poorly-run but highly effective organization.
- 2) Governance and non-profit university,
- 3) Five kinds of power.
- 4) Leadership and Environments.
- 5) Systems Thinking and the Learning Organization.

*Assigned Reading for next session:* Read Chapter 2 of Birnbaum

**REMEMBER:** Post Birnbaum's readings or readings from Senge

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**February 1 2010**

**Third Class Session.** Thinking in Systems and Circles

Class discussion based on student questions.

Topics:

- 1) Learning Organization vs Learning Enterprises
- 2) Closed Loop systems and Open Organizations
- 3) Pushing a rubber-band or Herding Cats
- 4) Using power AND Leadership
- 5) Entrepreneurship and the Story of Sysiphus

*Reading Assignment:* Complete Fifth Discipline and Re-read Chapter 3 of Birnbaum book.

DON'T FORGET: Post on Chapter 1-4 of Birnbaum or Senge's book

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**February 8 2010 Fourth Class Session** Making Decisions and Making Sense

Class discussion based on student questions

Topics:

- 1) Bringing about Change in an IHE
- 2) Summarizing Part I of Birnbaum: Lessons Learned
- 3) Opposing Views

*Reading Assignment:* In order to begin discussion of the subject of chapters 4 and 5 you need to keep in mind the information contained in chapters 6 and 7 there fore, your assignment is to read Part 2 – Chapters 4-7, of Birnbaum's book and come ready to discuss Chapter 4.

DON'T FORGET: Post on Chapter 4 and Senge's Book

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**February 15 2010 Fifth Class Session** Organizational Models

Topics:

- 1) Herding cats Part II
- 2) Shared power and leadership
- 3) Effective Leadership: An argument against diversity of ideas?
- 4) Sense-making and rational action

*Reading Assignment: Chapters 6 and 7*

***February 22 2010 Sixth Class Session*** Politics and Anarchy (Continuation of Organizational Models)

Topics:           1) Politics of Survival  
                      2) Redesigning a College  
                      3) Is all this grief necessary?

*Reading Assignment: Chapter 8 and Case: The New Department Chair*

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***March 1 2010 Seventh Class Session*** Integrating the Models

Discussion on Chapter 8 and The New Department Chair

*Reading Assignment Chapter 9*

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***March 8, 2010 Eighth Class Session*** Integrating the Models

Discussion on Chapter 9

Assignment: Collect your notes and thoughts from the beginning of the course and ask yourself which part of this narrative a) you don't understand, b) you question, c) you wish to have clarified or d) you choose to bring up for whatever reason. After Spring Break we will schedule a Summary Session to discuss Lessons Learned and New Questions

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***March 15-20, 2010 Spring Break***

Spring break, also known as March break, Study Week or Reading Week in some parts of Canada, is a week long recess from studying in early spring at universities and schools in the [United States](#), Canada, Japan, Mexico, and other countries. It seems to have started out innocently enough. The Colgate University swim coach worried that his 1934-35 team might get out of shape during winter sought to get them in shape in a warmer venue. A student's father, who lived in Fort Lauderdale, Fla., suggested the team train at a big new Olympic pool in the city. So they did. As the first Northerners to swim there, the group was warmly welcomed. Word started to spread among college students that the city was great to visit in winter and, eventually, spring. Faculty and Professional Associations began to arrange meetings for that week in warm climates and it proved a great success. In 1960 the movie "Where the Boys Are" popularized both Spring Break and Fort Lauderdale and the practice became generalized not just to colleges and universities but K-12 schools as well. Today only a small minority of colleges (mostly private and/or religiously affiliated) do not observe the holiday. Enjoy your break but remember that while you are taking time off, the Canadians are Reading and Studying!

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***March 22, 2010 Ninth Class Session***

Summary of Course to Date: Lesson's Learned and New Questions

*Reading Assignment: Case # 2 Assessment in the Commonwealth of Virginia*  
***Special Assignment: Meet with Team and finalize work for presentation, post copies on Blackboard at latest March 30. Every day you are late I will deduct one point from the total.***

***March 29, 2010 Tenth Class Session***

Discussion on Case: Assessment in the Commonwealth of Virginia

*Reading Assignment: Case # 3 Duke Inc.*

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***April 5 2010 Eleventh Class Session***

Discussion on Case: Duke Inc.

Trends in Higher Education  
Distance Learning,  
Client Orientation,  
The economics of universities

*Reading Assignment: Student Developed Cases # 1 and 2*

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***April 12 2010 Twelfth Class Session***

Student Team Presentations for Cases 1 and 2  
Discussion of Cases 1 and 2

*Reading Assignment Student Developed Case Studies 3, 4*

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***April 19 2010 Thirteenth Class Session***

Student Team Presentations for Cases 3 and 4  
Discussion of Cases 3 and 4

*Reading Assignment Student Developed Case Studies 5, 6*

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***April 26 2010 Fourteenth Class Session***

Student Team Presentations for Cases 5 and 6  
Discussion of Cases 5 and 6

*Reading Assignment: Remaining Student Developed Cases*

Trends in Higher Education – Unassigned



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*May 3 2010 Fifteenth Class Session*

Final Session - Unassigned

- 11. Relevant Books/Journals/Periodicals/Other resources available in/through Auburn RBD Library:**