



AUBURN UNIVERSITY SYLLABUS

1. **Course Number:** EDLD 7200/HIED 7200
Instructors: Dr. Jay Gogue and Dr. José Llanes
Course Title: Organization in Higher Education
(Supervision and Personnel Management)
Credit Hours: 3 semester hours
Class Meetings: Day and Time: Mondays 5:00-7:50 PM
Place: Shelby 1120
Blackboard site: blackboard.auburn.edu
Office: Haley 4080, phone (334) 844-3074
Office Hours: By appointment
E-mail: jrllanes@auburn.edu
Pre-/Co-requisites: None
2. **Date Syllabus Prepared:** December 2011
3. **Required Text:** Birnbaum, R. (1991). *How colleges work*. San Francisco, CA: Jossey-Bass. ISBN 155542354X

Sample, Steven B. (2002) *The Contrarian's Guide to Leadership*
San Francisco, CA: Jossey-Bass ISBN: 0-7879-5587-6

Case Studies: *The New Department Chair*
Social Media and the Program Advisor
Tradition and Tragedy
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 organization types such as 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.
 - IV. Demonstrate ability to critically analyze materials assigned and reflect on that analysis in writing and through classroom participation.

6. Course Content

- I. Understanding Colleges and Universities as Organizations
 - A. Governance and organization
 - B. Typical Organizational Structures
 - C. Institutional and organizational stakeholders
 - D. The New Capitalized University
- II. Structure and Dynamics of the Higher Education Enterprise
 - A. Awareness of systems approach in school-wide practices such as planning, curriculum re-design, use of facilities and human resources
 - 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
- V. 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 every week on the following scale:
- a. Active participation includes asking questions, sharing experiences, engaging others with valid critical exchanges and contributing to the class community in general in a superior way. May earn the student up to 3 points.
 - b. 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 2 points per week.
 - c. Passive participation involves piggyback discussion limited to the issues raised by others, lack of reading of materials is evident. 1 point per week.
 - d. No participation obtains when a student is absent says nothing or is absent. 0 points per week.

Students may earn up to 30 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. In any event, if you are not present you cannot earn classroom participation points

- 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 but complete reflection about an assigned reading or a topic relevant to the ongoing discussion. 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 also be postings assigned from Sample's book. 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 will receive 4 points each for a maximum of 40 points.

- II. **Case Study Development/Presentation.** Students will be placed in teams of 3 or 5 students and asked to develop a case study from the literature shared with students and 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 all case studies by **April 4th**. Team captain will also tell me how the team views the resolution of the case. Students will present the cases to the class and direct discussion. A schedule of presentations will be worked out in April. Criteria for evaluation: An excellent case study is one that is credible, well-documented, includes all data needed to make decisions and is well presented and discussion is well directed. That excellent case will earn 30 points.

A basic case with all data needed but not creative or barely credible, which is presented well will earn 20 points. An “incredible” case, lacking details, badly documented and badly presented WILL EARN NO POINTS.

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	30 pts.
Postings on weekly reading	45 pts
Team Scores on Case Study	30 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.

Course Schedule for Spring 2011

January 13, 2011 **First Class Session.** Introductions, explanations of course objectives and expected outcomes, discussion on content and method of instruction. Sign release for videotaping of course.

JIT Lecture: Overview of University Types and Governance

Assigned Reading: Since you will have two weeks before the next meeting (January 24th) the assignment is to read the *How Colleges Work* textbook **in its entirety**.

Assignment: Limit your reflections and postings to Chapter I of Birnbaum's book.
Reflections are due January 23 at midnight

January 17 2011 **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.

January 24 2011 **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 student will be expected to ask a question or make an observation based on the readings and do so without having to flip through the pages of the book to see what pops up. The quality of student's questions and comments determine score for participation.

Topics: 1) The paradox of poorly-run but highly effective organization.
 2) Shared Governance
 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 and the Shared Governance Policy of the AAUP, found on Web Resources.

REMEMBER: Post on Birnbaum's readings or above topics by January 30th at midnight

January 31, 2011 Third Class Session.

Thinking in Systems and Circles

Assign students into teams for Case Study Creation and Presentation

Class discussion based on student questions.

- Topics:
- 1) Shared Governance
 - 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

JIT Lecture: Shared Governance in theory and practice

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

DON'T FORGET: Post on Chapter 1-4 of Birnbaum before

February 7, 2011 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 therefore, 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

February 14, 2011 Fifth Class Session Organizational Models

- Class Discussion based upon student questions and posts
- Topics:
- 1) Herding cats
 - 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

POST on Chapter 5

February 21 2011 Sixth Class Session Politics and Anarchy

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

POST on Chapters 6 and 7

February 28, 2011 Seventh Class Session Integrating the Models

Discussion on Chapter 8 and The New Department Chair

Reading Assignment Chapter 9

POST on Chapter 8 and politics in higher education

March 7, 2011 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.

POST on the above assignment no later than March 20 at midnight

After Spring Break we will schedule a Summary Session to discuss Lessons Learned and New Questions

March 14-19, 2011 Spring Break

Spring break, also known as March break, or Study 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. The boys were warmly welcomed and word started to spread among college students that the city was a great place to visit in winter and, eventually, moving to early 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 studying!**

March 21, 2011 Ninth Class Session

Summary of Course to Date: Lesson's Learned and New Questions – Student-led

JIT Lecture: Sources of income –Teaching, Research and Development

Reading Assignment: Sample Chapters 1-3

POST on the Sample Book

March 28, 2011 Tenth Class Session

JIT Lecture: On Contrarian Leadership

Discussion on questions and POSTS

*Reading Assignment: Case # 2 Tradition and Tragedy
Sample Chapters 4-7*

POST on Sample Book Reading Assignment

April 4, 2011 Eleventh Class Session

Discussion of Case: Tradition and Tragedy

Trends in Higher Education - Distance Learning, Client Orientation, The economics of university operating systems and the Capitalized university.

Reading Assignment: Complete Sample and read Case # 3 Social Media

POST on Sample Book Assignment

April 11, 2011 Twelfth Class Session

Discussion on Readings and Case # 3

Reading Assignment Student Developed Case Studies 1, 2

April 18, 2011 Thirteenth Class Session

Reading Assignment Student Developed Case Studies 3, 4

NO POST REQUIRED: If you missed one or two, post here on Trends in Higher Education; either Distance Learning, Client Orientation, The

April 25, 2011 Fourteenth Class Session

Discuss Student Developed Cases

*NO POST REQUIRED: If you missed one or two posts or are looking for
extra credit then POST on Trends in Higher Education*

May 2, 2011 Fifteenth Class Session

Final Session – Left unscheduled

May 9, 2011 Final Exam

On Campus