



**AUBURN UNIVERSITY
SPRING 2014 SYLLABUS**

1. **Course Number:** **HIED 7200**
Instructors: Dr. Sydney Freeman, Jr.
Course Title: Organization in Higher Education
Credit Hours: 3 semester hours
Class Meetings: Mondays 5:00-7:50 PM (Haley 2442)
Office: Haley Center 4080, phone (256) 457-9014
Office Hours: By appointment
E-mail: freemsy@auburn.edu
Pre-/Co-requisites: None
2. **Date Syllabus Prepared:** November 2013
3. **Required Text:** Hendrickson, R. M., Lane, J. E., Harris, J. T., Dorman, R. H. (2012). *Academic Leadership and Governance of Higher Education: A Guide for Trustees, Leaders, and Aspiring Leaders of Two- and Four-Year Institutions*. Stylus Publishers, LLC, Sterling, Va.

Bastedo, M. N. (Ed.). (2012). *The Organization of Higher Education: Managing Colleges for a New Era*. Baltimore, MD: Johns Hopkins University Press.

Cohen, A. R. & Bradford, D. L. (2012). *Influence Up*. John Wiley & Sons, Inc. Hoboken, New Jersey
4. **Catalog Description:** This course involves exploration, discussion and application of theories, concepts and principles of organization from a multi-disciplinary, multi-professional perspective, to higher education organizations.

5. Course Objectives: Students will

- 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. Present peer-reviewed/professional level quality research paper.
- IV. Submit a paper of publishable quality to course instructor.

6. Course Content

- I. Understanding Colleges and Universities as Organizations
 - A. Review of Higher Education as a Field of Study
 - B. Review of the Core and Historical Literature of Higher Education Organizations
 - C. Review of New Lines of Inquiry about Higher Education Organizations
 - D. Organizational Theory In Higher Education Governance and organization
- II. Structure and Dynamics of the Higher Education Enterprise
 - A. Global Issues in Higher Education
 - B. External Constituency Interest Impact on Higher Education
 - C. Legal Issues in Higher Education
 - D. Boundary Spanners: Trusteeship and The Academic Presidency
 - E. The Academic Core
 - F. Student Affairs and Accountability
- III. Connecting Theory to Practice
 - A. Developing Credibility and Influencing Up
 - B. Building Partnerships with Your Supervisor
 - C. Influencing Powerful People

7. **Course Requirements:**

1. **Final Paper.** All papers need must be double-spaced, 15-20 page microsoft word documents excluding references. The paper needs to address a pressing and relevant topic in higher education organizational leadership. And it needs to be either structured using a theoretical design (that extends current literature) or be a position paper on one of the higher education topics. Literature reviews will not be accepted. Manuscripts should conform to the American Psychological Association style as described in the Publication Manual of the American Psychological Association (6th Ed.). An abstract of approximately 225 words should accompany the paper.

Sample Issues include:

- State Budget Cuts and Higher Education Funding; The Rising Tide of Accountability
 - The Changing Role of Accreditation
 - From Access to Completion: Changing Policy Priorities
 - The Rising Cost of College
 - Student Financial Aid and Student Debt
 - Online Teaching and Learning: Trends in Online Education and MOOCs,
 - For-Profit Higher Education
 - Faculty Status
 - Adjuncts—The New Majority
 - Intercollegiate Athletics
 - Tenure and Promotion
 - Leadership turnover
 - Preparing Doctoral Students for non-faculty positions
2. **Individual Presentation.** In consultation with the instructor you present on an issue or topic based on your final paper. This will be a 30-minute presentation to the class at a scheduled time during a regular session of the class. This project presents an opportunity for you to demonstrate your expertise and further develop your oral communication skills.
 3. **Group Presentation.** Students will be placed in 7 teams of 3 students and asked to present/teach a topic based on the readings in the course. This will be a 30-minute presentation to the class at a scheduled time during a regular session of the class.
 4. **Peer Review of Two Papers.** Students will review two of their colleagues papers to provide critical feedback before the last final paper is submitted.

8. **Grading and Evaluation Procedures:**

The final grade for the course will be based on your performance in the following categories (Final Paper, Individual and Group presentation). All grades are computed on an individual basis. Grade for the Group 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 of the presentation will be evaluated as a single score for the team.

Rubric for Scoring
Final Paper

	To little extent	To some extent	To great extent
References are primarily peer-reviewed professional journals or other approved sources (e.g., government documents, agency manuals, etc.) The reader is confident that the information and ideas can be trusted	10	15	20
Thesis statement is presented clearly and compellingly at the beginning of the paper and persuasively developed throughout.	10	15	20
Calls upon previous scholarship as evidence and makes explicit why those selections are both relevant and supportive in a convincing way.	10	15	20
Addresses previous scholarship and acknowledges potential sources of contention or ambiguity, either historically or contemporarily in a convincing, relevant way.	10	15	20
Writing style and grammar appropriate for paper format.	10	15	20

Rubric for Scoring
Individual Presentation

	To little extent	To some extent	To great extent
Prepared and had grasp of content	10	15	20
Used critical thinking to “have a take” about paper, not simply providing data. Synthesis	10	15	20
Related presentation information back to course concepts and ideas.	10	15	20
Presented Material in an interesting way, used visual aids, and made eye contact with the audience.	10	15	20
Spoke loudly enough, slowly and clearly	10	15	20

Rubric for Scoring
Group Presentations

	To little extent	To some extent	To great extent
Presented information about book in clear and concise manner.	10	15	20
Used critical thinking to “have a take” about book, not simply explaining chapter by chapter. Synthesis	10	15	20
Related presentation information back to course concepts and ideas.	10	15	20
Presented Material in an interesting way, used visual aids, and made eye contact with the audience.	10	15	20
Spoke loudly enough, slowly and clearly	10	15	20

Peer Review of Two Papers

100 pts.

Final Paper

100 pts.

Individual Presentation

100 pts

Team Presentation

100 pts.

Total.....

400 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.

9. Course Schedule for Spring 2014

Week	Topic	Assignment Due	Guest Speaker
1 (January 13)	Reviewing the Field	Read: Bastedo (2012) p. 3-44	
2 (January 20)	MLK Holiday-No Class		
3 (January 27)	New Lines of Inquiry	Read: Bastedo (2012) p. 278-334 Choose Group Presentation Topic	Talia Carroll, Editor & Frank Hernandez, Associate Editor for Digital Content, Higher Education in Review, Pennsylvania State University/ Todd Shipman, Education, Foreign Language & Literature Librarian, Auburn University
4 (February 3)	Reconstructing Theory	Read: Bastedo (2012) p. 335-354 Final Paper Title and Brief Description Due	Michael Bastedo- Associate Professor; Director, Center for the Study of Higher and Postsecondary Education, University of Michigan
5 (February 10)	Organizational Theory In Higher Education Reinvigorating Core Literature	Read: Hendrickson (2012) p. 18-55 Read: Bastedo (2012) p. 45-85, 118-180	Lester Goodchild, Distinguished Professor of International and Comparative Education, University of Massachusetts- Boston / William Tierney- University Professor and Wilbur-Kieffer Professor of Higher

			Education and Co-Director of the Pullias Center for Higher Education, University of Southern California
6 (February 17)	Global Issues in Higher Education	Read: Hendrickson (2012) p. 56-82 Read: Bastedo (2012) p. 86-117, 181-224 (<i>Group 1 Presentation</i>) Literature Review Essay Due	Linda Serra Hagedorn, Professor, Associate Dean of Undergraduate Programs, Student Services, Diversity and Equity, and Community Program, Iowa State University
7 (February 24)	Diversity in Higher Education	Read: Bastedo (2012) p. 225-277 (<i>Group 2 Presentation</i>)	Jerlando Jackson, Vilas Distinguished Professor of Higher Education, Director of Wisconsin's Equity and Inclusion Laboratory, University of Wisconsin
8 (March 3)	Legal Issues in Higher Education	Read: Hendrickson (2012) p. 138-178 (<i>Group 3 Presentation</i>)	Crystal Chambers - Associate Professor; Coordinator, Higher Education Doctoral Program, East Carolina University
9 (March 10)	Spring Break		
10 (March 17)	Boundary Spanners: Trusteeship and The Academic Presidency External Constituency Interest Impact on Higher Education	Read: Hendrickson (2012) p. 87-137 & 199-266 Peer Review of Two Papers	Joann Haysbert, Executive Vice President at Hampton University and former President of Lincoln University in Oklahoma (First female African American college

			president in the State of Oklahoma)/ Donald Large, Executive Vice President and Chief Financial Officer, Auburn University/ Romero Huffstead, Educational Psychology-PhD Candidate, Auburn University
11 (March 24)	Student Affairs and Accountability	Read: Hendrickson (2012) p. 339-392 <i>(Group 4 Presentation)</i>	Cynthia Sellers, Vice President of Student Affairs and Enrollment Management, Tuskegee University /Joy Gaston Gales, Associate Professor, North Carolina State University
12 (March 31)	The Academic Core	Read: Hendrickson (2012) p. 267-338 <i>(Group 5 Presentation)</i>	Robert Hendrickson (Ret.), Professor of Education, Pennsylvania State University
13 (April 7)	Developing Credibility and Influencing Up	Read: Cohen (2012) p. 3-78 <i>(Group 6 Presentation)</i> Final Papers Due Individual Presentations	
14 (April 14)	Building Partnerships with Your Supervisor	Read: Cohen (2012) p. 79-144 <i>(Group 7 Presentation)</i> Individual Presentations	

15 (April 21)	Influencing Powerful People	Read: Cohen (2012) p. 145-210 & 219- 230 Individual Presentations	
16 (April 28)		Individual Presentations	