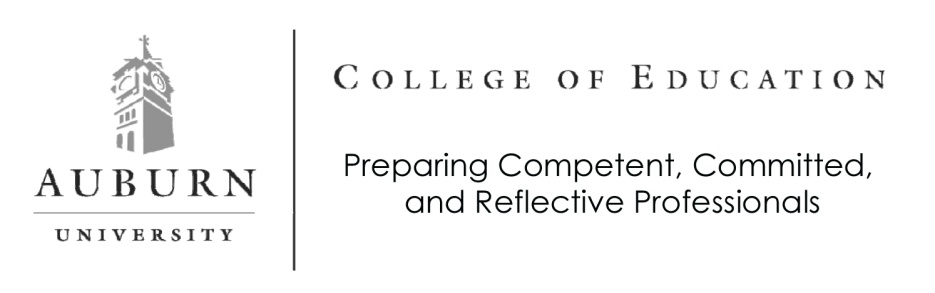
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AUBURN UNIVERSITY

**SYLLABUS**

**1. Course Number:** HIED 7200

**Course Title**: Organizational Issues in Higher Education

**Instructor:** David DiRamio

**Credit Hours:** 3 semester hours

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

**Class Meetings:** Thursdays, 5:00 - 7:50 pm, Haley Center 2423

**Office:**  Haley Center 4096, phone (334) 844-3062

**Office Hours:** M: 3:00 - 4:15 pm; R: 3:00 - 4:15 pm (appointment preferred)

**E-mail:** diramio@auburn.edu

**Prerequisites:** None

**2. Date Syllabus Prepared:** December 21, 2016 **(updated on 12/27/16)**

**3. Required Texts (2):** Manning, K. (2013). *Organizational theory in higher education.* New York, NY: Routledge. ISBN 978-0415874670

**4. Course Description:** This course is designed to introduce both theory and practical examples of organizational behavior in a college or university setting. Incorporates Virtual University software, a simulation model of a college or university offering a fun and challenging interactive experience for anyone interested in practicing all aspects of academic administration. The player acts as president, leading an institution through real-life scenarios and common problems based on real higher education data.

**5. Course Objectives:** Upon completion of this course, students will be able to:

1. Describe the various constituencies present at a college or university setting;
2. Apply a theoretical approach to assessing organizational needs;
3. Discuss strategies for policy planning, decision making, and implementing change, at the program, department, and college level;
4. Describe the multiple roles that campus professionals play with respect to the various constituencies present at a college or university;
5. Complete and report about case studies using Virtual University 2.11 simulation software.

**6. Course Requirements:**

I. **Attendance and class participation** are essential for successful completion of the course, both for the in-person meetings and online activities. Active and mature participation includes asking questions, sharing experiences, and contributing to the “learning community.” You are part of a classroom community and the total learning environment depends upon the contributions of each individual. Absences from the scheduled class meetings must be handled as they would be in a professional position on a college campus: planned for and communicated in advance. Excessive absences (more than two) may result in a lower grade for the course. Extenuating circumstances will be considered on an individual basis, especially if negotiated ahead of time.

A successful HIED 7200 student demonstrates initiative in the area of participation. You are responsible for adding to the knowledge base both online and in class by discussing material and gained from your readings and coursework. The quality (not the quantity) of participation is important. Students who come to in-person class meetings unprepared to discuss course material will be downgraded accordingly. All student voices are important, so please do not monopolize discussion, either online or in-person. Thank you!

II. **Weekly Readings, Cases, and Canvas Postings.** Post online a short commentary about an assigned reading(s)/research article(s). Assigned cases and readings are posted weekly by the instructor and include sections from the text (Manning), journal articles, and/or other sources. Instructor may use your posting for discussion in a future class.

III. **Presentation.** There will be five (5)student groups and each will make a presentation during the semester. The presentation will be based in one of the five main organizational perspectives (political, collegial, anarchical, bureaucratic, and cultural) and will use examples from Virtual U simulations. Groups will be self-selected based on interest areas and with assistance from the instructor. Presentations shall be creative, in-depth, and typically 60 minutes long.

Group Organizational Perspective Virtual U Scenarios

One Organized Anarchy Improve Research Performance & Reduce Tuition

Two Collegial Pay Better & Respond to Enrollment Shifts

Three Political Allocate New Money & Enroll More Minority Students

Four \*Wild Card Topic Teach Better & Hire Minority Faculty

\*(Group chooses from Feminist, Spiritual, New Science, or Cultural)

Five Bureaucratic Balance the Budget & Win Games

IV. **Final Exam.** A final exam will be administered online in Canvas during the final week of classes or during the exam period. The exam will include multiple choice, short answer, and essay questions.

**7. Grading and Evaluation Procedures:**

The final grade for the course will be based on the following:

Class participation in

discussions/activities.. …………… 150 pts.

Weekly readings, cases, and

Canvas postings………………… 300 pts.

Presentation …………………….… 300 pts.

Final Exam………………………... 250 pts.

Total……………………… 1000 points

The following grading scale will be used:

900 - 1000 = A

800 - 899 = B

700 - 799 = C

600 - 699 = D

Below 600 = F

**8. Important Dates & Deadlines**

January 12 Week 1. First class session, introductions, syllabus, etc.

January 19 Week 2. **Online only.** Video introduction to Virtual-U. Familiarize yourself with both the Virtual-U Product Manual and Strategy Guide to prepare for this class. Read other assigned readings in Canvas folder "Week 2"

*January 19 New Educator's Workshop – Preconference event (11am to 4pm)*

*2017 NASPA Region III Alabama Drive-In Conference*

*Birmingham-Southern College (BSC)*

*January 20 2017 NASPA Region III Alabama Drive-In Conference @BSC (8am)*

January 26 Week 3 – Introduction and context setting. Complete assigned reading(s) and posting(s) in Canvas as directed. Read *Manning* pp. 1-10 and assigned readings in Canvas folder "Week 3"

February 2 Week 4 –Organized Anarchy. Complete assigned reading(s) and posting(s) in Canvas as directed. Read *Manning* pp. 11-24 and assigned readings in Canvas folder "Week 4"

February 9 Week 5 – **Online only.** More Org Theory. Complete assigned reading(s) in Canvas folder "Week 5" and posting(s) in Canvas as directed.

February 16 Week 6 – Organized Anarchy (cont’d). **Group 1 presentation.** Complete reading(s) and posting(s) in Canvas folder “Week 6" Assigned “Anarchy” case due (except for presenting group)

February 23 Week 7 – Collegium. Complete assigned reading(s) and posting(s) in Canvas as directed. Read *Manning* pp. 35-52 and assigned readings in Canvas folder "Week 7"

March 2 Week 8 – Collegium (cont’d). **Group 2 presentation.** Complete assigned reading(s) and posting(s) in Canvas folder “Week 8"

Assigned “Collegium” case due (except for presenting group)

March 9 Week 9 – Political. Complete assigned reading(s) and posting(s) in Canvas as directed. Read *Manning* pp. 67-78 and assigned readings in Canvas folder "Week 9"

*March 13-17 Spring Break (NASPA Conference in Indianapolis, Mar. 11-15)*

March 23 Week 10 – Political (cont’d). **Group 3 presentation.** Complete assigned reading(s) and posting(s) in Canvas folder “Week 10"

Assigned “Political” case due (except for presenting group)

March 30 Week 11 – \*Wild Card Topic (Group chooses from Feminist, Spiritual, New Science, or Cultural). Complete assigned reading(s) and posting(s) in Canvas as directed. Read *Manning* chapter and assigned readings in accordance with Wild Card Topic. Canvas folder "Week 11"

April 6 Week 12 – \*Wild Card Topic (cont’d). **Group 4 presentation.** Complete assigned reading(s) and posting(s) in Canvas folder “Week 12" Assigned “Wild Card Topic” case due (except for presenting group)

April 13 Week 13 – **Online only.** Bureaucracy. Complete assigned reading(s) and posting(s) in Canvas as directed. Read *Manning* pp. 112-124 and assigned readings in Canvas folder "Week 13"

April 20 Week 14 –Bureaucracy (cont’d). **Group 5 presentation.** Complete assigned reading(s) and posting(s) in Canvas folder “Week 14"

Assigned “Bureaucracy” case due (except for presenting group

April 27 – May 2 Final exam (available online in Canvas)

**9. Class 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. Relevant Journals/Periodicals/Other resources available in/through Auburn RBD Library:

* Journal of Higher Education
* Change
* The Chronicle of Higher Education
* New Directions for Higher Education
* Review of Higher Education

11. Classic Books/Relevant Books/Other resources available in/through Auburn RBD Library:

* Altbach, P.G., Berdahl, R.O., & Gumport, P.J. (Eds.) (2005). *American higher education in the twenty-first century: Social, political, and economic challenges.* Baltimore, MD: Johns Hopkins University Press.
* Birnbaum, R. (1991). *How colleges work.* San Francisco, CA: Jossey-Bass.
* Bok*,* D*. (*2003*).* Universities in the marketplace: The commercialization of higher education. Princeton, NJ: Princeton University Press.
* Bolman, L. & Deal, T. (2013). *Reframing organizations: Artistry, choice, and leadership.* San Francisco: Jossey-Bass.
* Cohen, M. D. & March, J. G. (1986). *Leadership and ambiguity: The American college president.* Boston, MA: Harvard Business School Press.
* Herzberg, F. (1966). *Work and the nature of man.* Cleveland, OH: World.
* Mintzberg, H. (1979). *The structuring of organizations.* Saddle River, NJ: Prentice.
* Sample, S. (2002). *The contrarian’s guide to leadership.* San Francisco: Jossey-Bass.
* Dalenoort, G. J. (Ed.) (1989). *The paradigm of self-organization: Current trends in self-organization.* New York, NY: Gordon and Breach Science Publishers.
* Schien, E. H. (1992). *Organizational culture and leadership* (2nd ed). San Francisco: Jossey-Bass.
* Taylor, F. W. (1911). *The principles of scientific management.* New York: Harper.
* Tierney, William G. (2006). *Trust and the public good: Examining the cultural conditions of academic work.* New York: Peter Lang Publishers.
* Weber, M. (1947). *The theory of social and economic organizations.* New York: Free Press.