

SUMMER 2005
EDL 541 – INTRODUCTION TO HIGHER EDUCATION
DOCTORAL PROSEMINAR I

INSTRUCTOR &
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OFFICE HOURS: An hour before each class meeting and the hour following the end of each class meeting as well as by appointment

MAILING ADDRESS: University of North Dakota
Department of Educational Leadership
Box 7189
Grand Forks, ND 58202-7189

COURSE DESCRIPTION

This course provides an overview of administration, leadership, governance, and policy issues at America's colleges and universities. Topics include roles of state and federal government, governing boards, institutional organization and culture, types of institutions, faculty, students, research about higher education, and the profession of administrator.

COURSE OBJECTIVES/IDENTIFIABLE OUTCOMES

- (1) To provide an overview of higher education in terms of societal function and internal structure;
- (2) To introduce students to the various categorical schemes of higher education;
- (3) To survey the literature and topics within the field of higher education;
- (4) To be exposed to key concepts in the study of higher education;
- (5) To gain familiarity with key players in the arena of higher education – as a field of study and a place of practice
- (6) To initiate the thought processes of critical analyses to higher education issues, policies, and dilemmas;
- (7) To generate potential, unexplored research questions;
- (8) To examine the internal working of higher education;
- (9) To identify variables/forces that influence or impact higher education organizations, leadership, and/or policies;
- (10) To understand the role and interests of the various “players” and stakeholders of higher education and how they may assert their power;
- (11) To comprehend the complexity of administrative decision-making;
- (12) To assess the pros/cons of regulators and other oversight bodies;
- (13) To recognize potential conflicts that may arise with a unit within the institution or with the entire university;
- (14) To value compiled data while also maintaining a level of skepticism about their value;
- (15) To begin synthesizing knowledge about higher education and other areas (e.g., changing societal norms, technology) to craft initial predictions about the future of higher education;
- (16) To appreciate the field of study.

COURSE EXPECTATIONS AND CLASSROOM ETIQUETTE

- *Attendance and Engagement:* Your contributions to class discussions, and your absorption and reflection during the interactive components of the course add to your overall learning as well as to others in the class. Thus, attendance and engagement are mandatory.
- *Preparation:* Your level of preparedness directly impacts the course dynamics; therefore, readings and other assignments should be completed prior to the course meeting. In addition, absent a valid excuse or prearranged agreement, late assignments will not be accepted.
- *Opportunity and Openness:* The classroom should be a safe place to express ideas, opinions, and beliefs. Indeed, academic criticisms and discussions are critical elements of the course; however, behavior that obstructs traditional norms of academic freedom and mutual respect are not acceptable. Similarly, class participation is encouraged; at the same time, consideration of others such as providing others time to speak and learn should be respected. In other words, please provide opportunities for others to join the discussion.
- *Devices and Disruptions:* Please silence cell phones, beepers, and similar gadgets during class meetings. If you are on-call or an emergency signal is given, please quietly step outside of the classroom to address the matter.
- *Food and Physical Environs:* The class meetings are quite long. Although there will be periodic breaks, there may be times when you need to use the restroom, eat a snack in-class, or stretch a bit more. These are understandable needs. I only ask that you move quietly, keep the room clean, and avoid disrupting others. In addition, please feel free to provide me suggestions on how to make the physical environment and experience more comfortable.
- *Academic Integrity:* Adherence to academic norms and ethical standards is expected of graduate students. Emphasizing this point further, I wish to remind everyone to please properly attribute works (see also, Code of Student Life, Rule 3-3; Graduate Academic Catalog section on Academic Standards).

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

The University will make reasonable accommodations for persons with documented disabilities. Students are encouraged to contact the Office of Disability Support Services. At the Grand Forks campus, you may reach the staff at 190 McCannel Hall or (701) 777-3425 v/tty. Services are available to students who are registered and submit appropriate documentation. As your instructor, I am happy to discuss specific needs with you as well.

COURSE EVALUATION/GRADING

20%	Class Participation & Preparedness	50%	Final Project
30%	Group Activities		(see Final Project handout)
	A 90-100	B 80-89	C 70-79

Class Participation: Class participation includes contributions to class discussions, analysis and synthesis of the readings, application of theories and concepts, and short, individually-based, in-class assignments.

Group Activities: Several group activities will be conducted throughout the class meeting times. Each group activity receives an overall group grade, an individual assessment score, and team member score.

- Activity 1- Association, Affiliation, & Accreditation: Clustering and coding professional organizations and other entities at a single dimension with subsets.
- Activity 2- Policy Perspectives & Research Resources: Clustering and coding with multiple dimensions of think tanks, journals, and other resources
- Activity 3- Asking the Right Questions: Designing an interview protocol and testing it

Final Project: A handout describing the final project requirements and expectations will be distributed on the first day of class. Briefly stated, three pods are formed on the first day of the class. Each pod will be assigned one of three possible topics (faculty shared governance, new revenue generation concepts, and identifying student persistence barriers).

REQUIRED TEXTS & MATERIALS

Chronicle of Higher Education (access to weekly paper)
Articles and Other Readings (see Reading Assignments below).

- Altbach, P. G., Berdahl, R. O., Gumpert, P. J. (1999). American higher education in the twenty-first century: Social, political, and economic challenges. Baltimore, MD: Johns Hopkins University Press. [same as EDL 517]
- Birnbaum, R. (1988). How colleges work: The cybernetics of academic organization and leadership. San Francisco: Jossey-Bass. [same as EDL 517]
- Kerr, C. (2001). The uses of the university (5th ed.). Cambridge, MA: Harvard University Press. [same as EDL 517]
- Levine, A., & Cureton, J. S. (1998). When hope and fear collide: A portrait of today's college student. San Francisco, CA: Jossey-Bass, Inc.

READINGS: HOW TO GAIN KNOWLEDGE, ENHANCE COMPREHENSION, APPLY THE CONTENT AND MENTAL PROCESSES, ANALYZE, SYNTHESIZE, AND EVALUATE

At the first class meeting, I will illustrate and discuss the “reading” and “studying” processes of the assigned items in more detail; however, here are some initial words of advice:

The readings for each sub-section typically represent 2-5 major concepts. To properly engage in the readings, you must first identify the themes and significant learning items within the most narrowly defined subsection. For instance, §3.B.i.a is an article on accreditation. Read the articles on accreditation, list questions, identify key points, and note any discrepancies from other articles. Then read the other subsections within §3.B.i. Pause and think globally: what is the significance of each article?; how does this inform me of the section title, “§3.B: External?”; why is there a question mark after external?; what relationships may be found within §3.B and Unit 3; how does this relate to the overall course?. Come prepared with your thoughts.

At the end of each subsection lecture and discussion consider the following: how would I summarize the major concepts?; what questions are left unanswered?; how would I answer them if I constructed an empirical study?; who and what should be included in the study (e.g., are there any voices silenced or omitted?); what new organizational or public policy initiatives should be created or how could/did policy initiatives hinder the goals of the organization, higher education generally, and/or particular interest groups?; finally, what is my role and how do these issues impact my future career objectives as well as daily job functions?.

In sum, you should read the articles and focus on the narrowest subsection, then you should shift your thinking to each of the readings and sections broadening the focus at each tier until you reach the landscape of higher education generally, then you should narrow its focus again and apply it to yourself.

OPTIONAL: SOME GREAT RESOURCES IN HIGHER EDUCATION

- Barr, M. J., & Desler, M. K. (Eds.) (2000). The handbook of student affairs administration: A publication of the National Association of Student Personnel Administrators. San Francisco, CA: Jossey-Bass.
- Birnbaum, R. (1988). How colleges work: The cybernetics of academic organization and leadership. San Francisco: Jossey-Bass.
- Cohen, A. M. (1998). The Shaping of American Higher Education: Emergence and Growth of the Contemporary System. San Francisco: Jossey-Bass.
- Komives, S. R., Woodward, Jr., D. B., & Associates (Eds.) (2003). Student services: A handbook for the profession (4th ed.). San Francisco: Jossey-Bass.
- Tierney, W. G. (Ed.) (1998). The responsive university: Restructuring for high performance. Baltimore, MD: Johns Hopkins University Press.

OPTIONAL: PRESIDENTIAL PERSPECTIVES

- Bok, D. (1986). Higher learning. Cambridge, MA: Harvard University Press.
- Bok, D. (2003). Universities in the marketplace: The commercialization of higher education. Princeton, NJ: Princeton University Press.

- Bowen, W. G., & Shapiro, H. T. (Eds.) (1998). Universities and their leadership. Princeton, NJ: Princeton University Press. (This is an edited book with a fantastic collection from major academic contributors such as Hanna Gray, Amy Gutmann, Henry Rosovsky, and Martin Trow. Incidentally Dr. Gutmann is the current president at Penn).
- Duderstadt, J. J. (2000). A university for the 21st century. Ann Arbor, MI: University of Michigan Press.
- Kennedy, D. (1997). Academic duty. Cambridge, MA: Harvard University Press.
- Levin, R. C. (2003). The work of the university. New Haven, CT: Yale University Press.
- Rhodes, F. H. T. (2001). The creation of the future: The role of the American university. Ithaca, NY: Cornell University Press.

SAMPLE PROFESSIONAL ASSOCIATIONS/ORGANIZATIONS

- American Association of University Professors (AAUP): <http://www.aaup.org/>
- American College Personnel Association (ACPA): <http://www.myacpa.org/index.cfm>
- American Council on Education (ACE): <http://www.acenet.edu/>
- American Educational Research Association (AERA): <http://www.era.net/>
- American Indian Higher Education Consortium (AIHEC): <http://www.aihec.org/>
- Association of American Colleges and Universities (AAC&U): <http://www.aacu-edu.org/>
- Association of Governing Boards of Universities and Colleges (AGB): <http://www.agb.org>
- National Association of College and University Business Officers (NACUBO):
- National Association of Student Personnel Administrators (NASPA): <http://www.naspa.org/>
- National Collegiate Athletic Association (NCAA): <http://www2.ncaa.org/>
- Society of Research Administrators International (SRA): <http://www.srainternational.org/>
- State Higher Education Executive Officers (SHEEO): <http://www.sheeo.org/>

COURSE SCHEDULE & ASSIGNMENTS

HIGHER EDUCATION: MAKING G. STANLEY HALL PROUD

§ 101 The Basics: Higher Education 101

- §101a American Council on Education (2001). A brief guide to U.S. higher education. Washington, D.C.: Author.
- §101b Eckel, P. D., & King, J. E. (2004). An overview of higher education in the United States: Diversity, access, and the role of the marketplace. Washington, D.C.: American Council on Education.
- §101c Lombardi, J. V., Craig, D. D., Capaldi, E. D., & Gater, D. S. (2002). University organization, governance, and competitiveness. Gainesville: TheCenter, University of Florida.
- §101d Benjamin, R. (2003). The environment of American higher education: A constellation of changes. Annals of the American Academy of Political and Social Science, 585, 8-30.
- §101e Review The Condition of Education <http://www.nces.ed.gov//programs/coe/list/i5.asp>
- §101f Usher, A., & Cervenak, A. (2005). Global higher education rankings 2005. Toronto, ON: Educational Policy Institute.

- §101g Kerr, C. (1997). Speculations about the increasingly indeterminate future of higher education in the United States. Review of Higher Education, 20(4), 345-356.
- §101h Kroeber, K. (2000). American universities: A personal view. boundary 2, 27(1), 135-149.
(We will discuss this article on the first day of class and revisit it the embedded meanings on the last day of class.)

§ 102 Intermediate: Higher Education 102

- §102a Fincher, C., Keller, G., Bogue, E. G., & Thelin, J. R. (2001). 100 classic books of higher education: A compendium and essays. Bloomington, IN: Phi Delta Kappa Educational Foundation.
(There are several parts to this document.)

UNIT 1: HIGHER EDUCATION AS AN ORGANIZATION AND “INSTITUTION”

§ 1.A.i Purpose of Higher Education

- §1.A.i.a Ross, M. G. (1976). The university: The anatomy of academe. New York: McGraw-Hill. [read Chapters 1 (“The Beginning”, pp. 3-32) and 6 (“Goals”, pp. 139-156).
- §1.A.i.b Keohane, N. O. (1994). The mission of the research university. In J. R. Cole, E. G. Barber, & S. R. Graubard (Eds.), The research university in a time of discontent (pp. 153-176), Baltimore, MD: Johns Hopkins University Press.
- §1.A.i.c Kerr, C. (2001). The uses of the university (5th ed.). Cambridge, MA: Harvard University Press.
- §1.A.i.d Hebel, S. (2003, May 2). Public colleges emphasize research, but public wants a focus on students. Chronicle of Higher Education, 49(34), A10.
- §1.A.i.e Peters, M. A. (2003). Classical political economy and the role of universities in the new knowledge economy. Globalisation, Societies and Education, 1(2), 153-168.

§ 1.A.ii Mission and Organizational Structures

- §1.A.ii.a Clapp, G. R. (1934). The college charter. Journal of Higher Education, 5(2), 79-87.
- §1.A.ii.b Bogue, E. G., & Aper, J. (2000). Exploring the heritage of American higher education: The evolution of philosophy and policy. Phoenix, AZ: The Oryx Press. (Chapter 2, *Purpose and performance: The evolution of higher education mission and goals*, pp. 17-34) [see EDL 517 Reader]
- §1.A.ii.c Barr, M. J., (2000). The importance of the institutional mission. In M. J. Barr, & M. K. Desler, (Eds.). The handbook of student affairs administration: A publication of the National Association of Student Personnel Administrators (pp. 25-36). San Francisco, CA: Jossey-Bass.
[Read Chapter 2 only]
- §1.A.ii.d Checkoway, B. (2001). Renewing the civic mission of the American research university. Journal of Higher Education, 72(2), 125-147. [see EDL 517 Reader]

- §1.A.ii.e Birnbaum, R. (1988). How colleges work: The cybernetics of academic organization and leadership. San Francisco: Jossey-Bass. [Read Chapters 1-2 only]
- §1.A.ii.f Ambler, D. A. (2000). Organizational and administrative models. In M. J. Barr, & M. K. Desler (Eds.) , The handbook of student affairs administration: A publication of the National Association of Student Personnel Administrators(pp. 121-134). San Francisco, CA: Jossey-Bass.
- §1.A.ii.g Altbach, P. G. (1999). The logic of mass higher education. Tertiary Education and Management, 5(2), 105-124.

§ 1.B.i Governance and Form of System and Organization

- §1.B.i.a Tierney, W. G., & Minor, J. T. (2003). Challenges for governance: A national report. Los Angeles, CA: Center for Higher Education Policy Analysis, University of Southern California.
- §1.B.i.b Berdahl, R. O., & Mac Taggart, T. J. (2000?). Charter colleges: Balancing freedom and accountability. Boston, MA: Pioneer Institute for Public Policy Research. [skim]
- §1.B.i.c Hoff, D. J. (2004, Apr. 28). Ohio to establish charter colleges. Education Week, 23(33), 1, 20.
- §1.B.i.d Symonds, W. C. (2004, Nov. 15). Should public universities behave like private colleges?. Business Week, 97, 100.
- §1.B.i.e Ruch, R. S. (2001). Higher Ed, Inc.: The rise of the for-profit university. Baltimore, MD: Johns Hopkins University Press. [Read Chapter 2 only, “The Players”, pp. 24-49]
- §1.B.i.f Kirp, D. L. (2003). Shakespeare, Einstein, and the bottom line: The marketing of higher education. Cambridge, MA: Harvard University Press. [Read Chapter 13 only, “They’re All Business: DeVry University”, pp. 240-254]
- §1.B.i.g NEA (2004). Proprietary education: Threat, or not?. Washington D.C.: Author.
- §1.B.i.h Immerwahr, J. (2002). Meeting the competition in higher education: College and university presidents, faculty, and state legislators view the new competitive academic arena. Providence, RI: The Futures Project – Policy for Higher Education in a Changing World.
- §1.B.i.i Epper, R. M., & Garn, M. (2003). Virtual colleges and university consortia: A national study. Denver, CO: State Higher Education Executive Officers.
- §1.B.i.j Herbst, J. (1975). The eighteenth century origins of the split between private and public higher education in the United States. History of Education Quarterly, 15(3), 273-280.
- §1.B.i.k Strauss, P. L. (1984). The place of agencies in government: Separation of powers and the fourth branch. Columbia Law Review, 84(3), 573-669.
- §1.B.i.l Schrag, P. (2001). The fourth branch of government?: You bet (Working Paper 2001-3). Institute of Governmental Studies.
- §1.B.i.m Quddus, M., & Rashid, S. (2000). The worldwide movement in private universities: Revolutionary growth in post-secondary higher education. American Journal of Economics and Sociology, 59(3), 487-516.

§ 1.B.ii Classifying Higher Education

- §1.B.ii.a Gleckner, R. F. (1998). A taxonomy of colleges and universities. In A. L. Deneef & C. D. Goodwin (Eds.), The academic's handbook (pp. 3-16). Durham, NC: Duke University Press.
- §1.B.ii.b Carnegie Foundation for the Advancement of Teaching (2001). The Carnegie classification of institutions of higher education. Menlo Park, CA: Carnegie Publications. [Read pp. 1-31 only]
- §1.B.ii.c McCormick, A. C. (2004, June 8). The 2005 revision of the Carnegie classification system. Paper presented to the Washington Higher Education Secretariat, Washington, D.C. Retrieved February 1, 2005, from <http://www.carnegiefoundation.org/Classification/downloads/2005Classification-WHES.pdf>.
- §1.B.ii.d Basinger, J. (2000, Aug. 11). A new way of classifying colleges elates some and perturbs others: Carnegie groupings de-emphasize research and seek to discourage ranking of institutions. Chronicle of Higher Education, 46(49), A31.
- §1.B.ii.e Finn, Jr., C. E. (1998, Jan 9). Today's academic market requires a new taxonomy of colleges. Chronicle of Higher Education, 44(18), B18.
- §1.B.ii.f View and surf – National Center for Educational Statistics, Integrated Postsecondary Education Data System (IPEDS) - <http://www.nces.ed.gov/ipeds/cool/> (use search engine: as you change variables, are the institutions listed what you expected?)
- §1.B.ii.g Zemsky, R. (1999). A new way to look at colleges: How to discover the reality behind the dream. In Peterson's guide to four-year colleges, 2000 (pp. 3-11).
- §1.B.ii.h Levin, J. S. (2004). The community colleges issue as a baccalaureate-granting institution. Review of Higher Education, 28(1), 1-22.
- §1.B.ii.i Hermanowicz, J. C. (2005). Classifying universities and their departments: A social world perspective. Journal of Higher Education, 76(1), 26-55.
- §1.B.ii.j Hurtado, S. (2003). Institutional diversity in American higher education. In S. R. Komives, D. B. Woodward, Jr., & Associates (Eds.) (2003), Student services: A handbook for the profession (4th ed.) (pp. 23-44). San Francisco: Jossey-Bass. [see Blackboard]
- §1.B.ii.k Morphew, C. C. (2000). A rose by any other name: Why colleges become universities. Paper presented at the Annual Association for the Study of Higher Education Conference, November 2000.
- §1.B.ii.l Snedden, D. (1999). Some anticipations. Journal of Higher Education, 70(5), 606-612.
- §1.B.ii.m National Collegiate Athletic Association (n.d.). What's the difference between divisions I, II and III? Author: Indianapolis, IN. http://www.ncaa.org/about/div_criteria.html

§1.B.iii Minority Focused Institutional Types

- §1.B.iii.a Provasnik, S., & Shafer, L. L. (2004). Historically black colleges and universities, 1976 to 2001 (NCES 2004-062). Washington, D.C.: National Center for Education Statistics, U.S. Department of Education. [skim]
- §1.B.iii.b Institute for Higher Education Policy (2000). Educating the emerging majority: The role of minority-serving colleges and universities in confronting America's teacher crisis. Washington, D.C.: Author. [skim]
- §1.B.iii.c Locate descriptions of the following minority focused institutions and accompanying organizations to support these specially focused institutions:
- Historically Black Colleges and Universities (HBCU) and Predominantly Black Colleges and Universities
 - National Association for Equal Opportunity in Higher Education (NAFEO) <http://www.nafeo.org/>
 - Tribal Colleges & Universities (TCU), American Indian Tribally Controlled Colleges and Universities (TCCU)
 - American Indian Higher Education Consortium (AIHEC) <http://www.aihec.org/>
 - Alaska Native and Native Hawaiian-Serving Institutions (ANNH)
 - Hispanic Serving Institutions (HSI)
 - Hispanic Association of Colleges and Universities (HACU) http://www.hacu.net/hacu/Default_EN.asp

UNIT 2: INTERNAL UNITS OF HIGHER EDUCATION

§2.A.i Students: What do we think? What do they think? What do we do?

- §2.A.i.a Levine, A., & Cureton, J. S. (1998). When hope and fear collide: A portrait of today's college student. San Francisco, CA: Jossey-Bass, Inc. [skim]
- §2.A.i.b Breland, H., Maxey, J., Gernand, R., Cumming, T., & Trapani, C. (2002). College admission: A report of a survey of undergraduate admissions policies, practices, and procedures. Alexandria, VA: National Association of College Admissions Counseling. [skim]
- §2.A.i.c Wilson, L. (1972). Shaping American higher education. Washington, D.C.: American Council on Education. [read "The Forgotten Student", pp. 87-95 only]
- §2.A.i.d Forbes, K. J. (2001). Students and their parents: Where do campuses fit in?. About Campus, 47(32), 11-17.
- §2.A.i.e Higher Education Research Institute (2005). Political extremes and tech disparities. The American Freshman.
- §2.A.i.f Carter, K. A., & McClellan, G.S. (2000). An overview of relevant theories and models for student affairs practice. In M. J. Barr, & M. K. Desler (Eds.) , The handbook of student affairs administration: A publication of the National Association of Student Personnel Administrators(pp. 231-248). San Francisco, CA: Jossey-Bass.

- §2.A.i.g Strauss, L. C., & Volkwein, J. F. (2004). Predictors of student commitment at two-year and four-year institutions. Journal of Higher Education, 75(2),
- §2.A.i.h View and surf websites (pay special attention to the services) -
(a) College Student Experience Questionnaire (CSEQ): <http://www.indiana.edu/~cseq/>
(b) Cooperative Institutional Research Program (CIRP): <http://www.gseis.ucla.edu/heri/cirp.html>

§2.B.i Faculty

- §2.B.i.a Finkelstein, M. J., Seal, R. K., & Schuster, J. H. (1998). The new academic generation: A profession in transformation. Baltimore, MD: Johns Hopkins University Press. [OPTIONAL, skim book]
- §2.B.i.b Honan, J. P., & Teferra, D. (2000). The American academic profession: Key policy challenges. In P. G. Altbach (Ed.), The changing academic workforce: Comparative perspectives (pp. 234-258). http://www.bc.edu/bc_org/avp/soe/cihe/publications/pub_pdf/academicworkplace.pdf (Honan, chapter 9)
- §2.B.i.c Minor, J. T. (2004). Understanding faculty senates: Moving from mystery to models. Review of Higher Education, 27(3), 343-363.
- §2.B.i.d O'Meara, K. A., Kaufman, R. R., & Kuntz, A. M. (2003). Faculty work in challenging times: Trends, consequences, & implications. Liberal Education, 89(4), 16-END.
- §2.B.i.e Rice, R. E. (2004, Mar./Apr.). The future of the American faculty: An interview with Martin Finkelstein and Jack H. Schuster. Change, 36(2), 26-35.
- §2.B.i.f Dill, D. D., & Helm, K. P. (1988). Faculty participation in strategic policy making. In J. C. Smart (Ed.), Higher education: Handbook of theory and research (Volume IV), Agathon Press, Inc., pp. 319-324, 331-350. [OPTIONAL]
- §2.B.i.g Bukalski, P. (2000). The variety of colleges and universities in the United States. Journal of Film and Video, 7-22.
- §2.B.i.h Hamermesh, D. S. (1992). The young economist's guide to professional etiquette. Journal of Economic Perspectives, 6(1), 169-179.
- §2.B.i.i Ross, M. G. (1976). The university: The anatomy of academe. New York, NY: McGraw Hill. [read "Chapter 4: Professors", pp. 91-118]

§2.B.ii Academic Leadership

- §2.B.ii.a Pye, A. K. (1998). University governance and autonomy: Who decides what in the university. In A. L. Deneef & C. D. Goodwin (Eds.), The academic's handbook (pp. 297-314). Durham, NC: Duke University Press.
- §2.B.ii.b Hamilton, N. W. (2004). Faculty involvement in system-wide governance. In W. G. Tierney (2004). Competing conceptions of academic governance: Negotiating the perfect storm (pp. 77-103). Baltimore, MD: Johns Hopkins University Press.
- §2.B.ii.c McGrath, E. J. (1999). The dean. Journal of Higher Education, 70(5), 599-605.

- §2.B.ii.d Montez, J. M., Wolverton, M., & Gmelch, W. H. (2002). The impact of role conflict and ambiguity on academic deans. Journal of Higher Education, 70(1), 80-106.
- §2.B.ii.e Jackson, J. F. L., & Gmelch, W. H. (2003). How associate deans' positions are designed within the context of the top 50 colleges and schools of education. Peabody Journal of Education, 78(2), 88-110.
- §2.B.ii.f Altman, H. B. (2004). A baker's dozen: Dirty lessons I have learned in an academic career. Change, 36(4), 50-53.
- §2.B.ii.g Rankin, A. C. (1956). The administrative processes of contract and grant research. Administrative Science Quarterly, 275-294.

§2.C.i University Relations, Development, and Alumni Affairs

- §2.C.i.a Hoyt, J. E. (n.d.). Understanding alumni giving: Theory and predictors of donor status.
- §2.C.i.b Grant, D. L. (1999). Intellectual life of alumni. Journal of Higher Education, 70(5), 533-541.
- §2.C.i.c Cook, W. B., & Lasher, W. F. (1996). Toward a theory of fund raising in higher education. Review of Higher Education, 20(1), 33-51

§2.D.i The Business of Athletics

- §2.D.i.a Lombardi, J. V., Craig, D. D., Capaldi, E. D., Gater, D. S., & Rivers, D. (2004). *The sports imperative in America's research universities*. Gainesville: TheCenter, University of Florida.
- §2.D.i.b Cowley, W. H. (1999). Athletics in American colleges. Journal of Higher Education, 70(5), 494-503.

§2.D.ii The Other Business, Finance, and Administration Division

- §2.D.ii.a State Funding -- view and surf: <http://coe.ilstu.edu/grapevine/>
- §2.D.ii.b Massy, W. F. (2004, July/Aug.). Collegium economicum: Why institutions do what they do. Change, 36(4), 27-35.
- §2.D.ii.c Fitzgerald, B. K. (2004, July/Aug.). Missed opportunities: Has college opportunity fallen victim to policy drift. Change, 36(4).

§2.E.i Presidents, Trustees, and Advisory Boards

- §2.E.i.a Wilson, L. (1972). Shaping American higher education. Washington, D.C.: American Council on Education. [read "The Concerns of Trustees", pp. 124-136 only]

UNIT 3: EXTERNAL ENTITIES OF HIGHER EDUCATION

§3.A.i Overview of External Entities

- §3.A.i.a Woodward, Jr., D. B., & von Destinon, M. (2000). Identifying and working with key constituents. In M. J. Barr, & M. K. Desler, (Eds.). The handbook of student affairs administration: A publication of the National Association of Student Personnel Administrators (pp. 97-118). San Francisco, CA: Jossey-Bass. [Read Chapter 6 only]
- §3.A.i.b Gittel, M., & Kleiman, N. S. (2000). The political context of higher education. American Behavioral Scientist, 43(7), 1058-1091.
- §3.A.i.c Burd, S. (2004, July 30). Selling out higher-education policy? Chronicle of Higher Education, 50(47), A16.

§3.B.i External?

Accreditation

- §3.B.i.a Accreditation Bodies – review and surf the websites for the regional accrediting bodies
- §3.B.i.b Greenberg, M. (2001, Oct. 26). What administrators should know about accreditation. Chronicle of Higher Education.

Professional Organizations (by job function)

[readings determined by class]

Professional Organizations (by academic area)

[readings determined by class]

Academic Journals

- [View and surf websites, to be determined by class]
- [we will discuss, Chapter 8 of Prof Scam -- Sykes, C. J. (1990). Prof scam. Professors and the demise of higher education. New York, NY: St. Martin's Griffin.]

Regulators

- §3.B.i.c NCAA – view video at <http://www.ncaa.org/about/>

§3.C.i State Government

- §3.C.i.a McGuinness, A. C. (2001). Governance and coordination: Definitions and distinctions. Denver: Education Commission of the States.
- §3.C.i.b McGuinness, A. C. (2003). Models of postsecondary education coordination and governance in the states. Denver: Education Commission of the States.

- §3.C.i.c McGuinness, A. C. (2001). Reflections on postsecondary governance changes. Denver: Education Commission of the States.
- §3.C.i.d McGuinness, A. C. (2001). Guidelines for states considering reorganization. Denver: Education Commission of the States.
- §3.C.i.e McLendon, M. K., & Ness, E. C. (2003). The politics of state higher education governance reform. Peabody Journal of Education, 78(4), 66-88.
- §3.C.i.f Coulter, T. (2003). Issue priorities and trends in state higher education. Denver, CO: State Higher Education Executive Officers.
- §3.C.i.g MacTaggart, T. (2004). The ambiguous future of public higher education systems. In W. G. Tierney (Ed.). Competing conceptions of academic governance: Negotiating the perfect storm (pp. 104-136). Baltimore, MD: Johns Hopkins University Press.
- §3.C.i.h American Council on Education (2005). Bridging troubled waters: Competition, cooperation, and the public good in independent and public higher education. Washington, D.C.: Author. [skim]
- §3.C.i.i Carnevale, A. P., & Fry, R. A. (2003). Economic, demography and the future of higher education policy (pp. 5-15). Washington, D.C.: National Governors Association.
- §3.C.i.j Lavin, D. E. (2000). Policy change and access to 2- and 4-year colleges: The case of the City University of New York. American Behavioral Scientist, 43(7), 1139-1158.
- §3.C.i.k MacTaggart, T. (2003). A new state-university relationship for a stronger economy. Presented at the Wisconsin Center for the Advancement of Postsecondary Education, February 26, 2003.

§3.C.ii Collective Action or Just Uniform Reporting of Data

- §3.C.ii.a View and surf:
- [Council of Chief State School Officers](http://www.ccsso.org/) [http://www.ccsso.org/]
 - [Council of State Governments](http://www.csg.org/) [http://www.csg.org/]
 - [Education Commission of the States](http://www.ecs.org/) [http://www.ecs.org/]
 - [Grapevine](http://coe.ilstu.edu/grapevine/) [http://coe.ilstu.edu/grapevine/]
 - [National Conference of State Legislatures](http://www.ncsl.org/) [http://www.ncsl.org/]
 - [National Governors' Association](http://www.nga.org/) [http://www.nga.org/]
 - [Western Governors' Association](http://www.westgov.org/) [http://www.westgov.org/]
 - [State Statutes on the Internet](http://www.law.cornell.edu/topics/state_statutes.html#education) [http://www.law.cornell.edu/topics/state_statutes.html#education]
 - [National Association of Local Government Auditors \(NALGA\)](http://www.nalga.org/) [http://www.nalga.org/]
 - [National Association of State Budget Officers \(NASBO\)](http://www.nasbo.org/) [http://www.nasbo.org/]
 - [National Association of State Chief Information Officers \(NASCIO\)](https://www.nascio.org/) [https://www.nascio.org/]
 - [National Center for State Courts](http://www.ncsconline.org/) [http://www.ncsconline.org/]
 - [National Civic League](http://www.ncl.org/) [http://www.ncl.org/]
 - [National Conference of Commissioners on Uniform State Laws](http://www.nccusl.org/nccusl/DesktopDefault.aspx) [http://www.nccusl.org/nccusl/DesktopDefault.aspx]
 - [National Conference of State Legislatures](http://www.ncsl.org/) [http://www.ncsl.org/]
 - [State and Local Government on the Net](http://www.statelocalgov.net/) [http://www.statelocalgov.net/]
 - [State Statutes on the Internet](http://www.law.cornell.edu/topics/state_statutes.html#government_state) [http://www.law.cornell.edu/topics/state_statutes.html#government_state]

§3.D.i Federal Government

[Federalism discussion and lecture on the current role of the federal government]

§3.D.i.a Clinedinst, M. (2004). Investing in America's future: Why student aid pays off for society and individuals. Washington, D.C.: Institute for Higher Education Policy.

§3.D.i.b Swail, W. S. (2004). The affordability of university education: A perspective from both sides of the 49th parallel. Washington, D.C.: Educational Policy Institute, Inc.

§3.E.i Local Government and the College Community

§3.E.i.a Gumprecht, B. (2003). The American college town. Geographical Review, 93(1), 51-80. [see EDL 517 reader]

§3.E.i.b Ferman, B., & Hill, T. L. (2004). The challenges of agenda conflict in higher-education-community research partnerships: Views from the community side. Journal of Urban Affairs, 26(2), 241-257. [see EDL 517 reader]

§3.E.i.c Cunningham, A. F. (2000). Tribal colleges contributions to local economic development. Washington, D.C.: Institute for Higher Education Policy.

§3.E.i.d Connolly, M. R. (2000). What's in a name?: A historical look at Native American-related nicknames and symbols at three U.S. universities. Journal of Higher Education, 71(5), 515-547. [see EDL 517 reader]

§3.F External Entities that Influence or Control ... or maybe not external anymore?

§3.F.i. Business

§3.F.i.a Feldman, M., & Desrochers, P. (2003). Research universities and local economic development: Lessons from the history of the Johns Hopkins University. Industry and Innovation, 10(1), 5-24. [see EDL 517 reader]

§3.F.ii Think Tanks & Independent Research Institutes

[View and surf websites, to be determined by class]

[NB: hints to an in-class activity – see www.higher-ed.org; http://www.ksg.harvard.edu/library/orgs_tanks.htm]

§3.F.iii. Foundations (n.b.: not university foundations)

[View and surf websites, to be determined by class]

[NB: hints to an in-class activity – see Foundation Center, Community of Science, and the Chronicle of Philanthropy]

§3.F.iv. Corporate Sponsors

[View and surf websites, to be determined by class]

§3.F.v. Lay External Evaluations

§3.F.v.a Abbott, W. F. (2002). Prestige and goals in American universities. Social Forces, 52, 401-407. [see EDL 517 reader]

- §3.F.v.b Kamens, D. (1974). Colleges and elite formation: The case of prestigious American colleges. Sociology of Education, 47(3), 354-378.
- §3.F.v.c Leiter, B. (2001). A ranking of U.S. universities by undergraduate educational quality, 2001. Retrieved February 1, 2005, from <http://www.utexas.edu/law/faculty/bleiter/Undergra2001.html> .
- §3.F.v.d Clarke, M. (2002, March 20). Quantifying Quality: What can the *U.S. News and World Report* rankings tell us about the quality of higher education? Education Policy Analysis Archives, 10(16). Retrieved [February 1, 2005] from <http://epaa.asu.edu/epaa/v10n16/>.
- §3.F.v.e Ehrenberg, R. G. (2002). Reaching for the brass ring: The *U.S. News & World Report* rankings and competition. Review of Higher Education, 26(2), 145-162. [see EDL 517 reader]
- §3.F.v.g Merritt, J. (2004, Oct. 18). The best B schools. Business Week, pp. 62-76.
- §3.F.v.h View and surf websites:
- <http://www.phds.org/rankings/>
 - http://www.scindex.org/College_and_university_rankings.html (read about “FUNC”)
- §3.F.v.i Goldberger, M. L., Maher, B. A., & Flattau, P. E. (Eds.) (1995). Research doctorate programs in the United States: Continuity and change. Washington, D.C.: National Research Council. [skim only] <http://www.nap.edu/catalog/4915.html>
- §3.F.v.j Birchard, K. (2004). In Canada, University of Waterloo rises to the top of magazine’s rankings. Chronicle of Higher Education, 11, Retrieved [February 1, 2005] from <http://chronicle.com/daily/2004/11/2004110806n.htm> .
- §3.F.v.k Gater, D. S. (2003). Using national data in university rankings and comparisons. Gainesville, FL: TheCenter.
- §3.F.v.l Gater, D. S. (2002). A review of measures used in U.S. News & World Report’s “America’s Best Colleges”. Gainesville, FL: TheCenter.
- §3.F.v.m Lombardi, J. V., Capaldi, E. D., Reeves, K. R., & Gater, D. S. (2004). Comparing apples and oranges: Five years of measuring university performance at TheCenter. Gainesville, FL: TheCenter.
- §3.F.v.n Lombardi, J. V., Craig, D. D., Capaldi, E. D., & Gater, D. S. (2000). The myth of number one: Indicators of research university performance. Gainesville, FL: TheCenter.
- §3.F.v.o Gose, B. (1999). A new survey of “good practices” could be alternative to rankings. Chronicle of Higher Education, 46(9), A65-A67.

§ 3.G.i Public Expectations and Commentaries about Higher Education

- §3.G.i.a Selingo, J. (2003, May 2). What Americans think about higher education: Poll finds strong support for colleges, but many question their priorities. Chronicle of Higher Education, 49(34), A10.
- §3.G.i.b Chronicle Survey Results
- §3.G.i.c Immerwahr, J. (2004). Public attitudes on higher education: A trend analysis, 1993 to 2003. Washington, D.C.: Public Agenda.

UNIT 4: STUDYING ISSUES & TRENDS IN HIGHER EDUCATION

§4.A.i Studying the Academy and Individual Institutions

- §4.A.i.a Russell, A. B., & Winter, S. B. (2002). Compendium of national data sources on higher education (5th ed.). Denver, CO: State Higher Education Executive Officers.
- §4.A.i.b National Association of State Universities and Land-Grant Colleges (2002). A basic guide to federal information resources. Washington, D.C.: Author.
- §4.A.i.c National Council of University Research Administrators (2001). Research funding agencies and research administration organizations. Washington, D.C.: Author.
- <http://www.ncura.edu/resources/agencies.htm>
 - <http://www.ncura.edu/resources/>
- §4.A.i.d Brint, S. (2002). Data on higher education in the United States: Are the existing resources adequate?. American Behavioral Scientist, 45(10), 1493-1522.
- §4.A.i.e Malika Kabbouchi, M. (n.d.). Millennium strategic planning: Scanning the horizon of higher education data sources and web sites. Miami, FL: Florida International University.
- §4.A.i.f Spellings, M. (2005). A vision for higher education (Prepared remarks for Secretary Spellings at the American Council on Education Annual Meeting, Washington, D.C., February 14, 2005).

§4.B.i Growing New Models and Factors for Higher Education

- §4.B.i.a Kleiner, B., & Lewis, L. (2005). Dual enrollment of high school students at postsecondary institutions: 2002-03 (NCES 2005-008). Washington, D.C.: National Center for Education Statistics, U.S. Department of Education. [skim]
- §4.B.i.b Peter, K., & Horn, L. (2005). Gender differences in participation and completion of undergraduate education and how they have changed over time (NCES 2005-169). Washington, D.C.: National Center for Education Statistics, U.S. Department of Education. [skim]

§4.B.ii Case Studies of the New Higher Education

- §4.B.ii.a Breneman, D. W. (n.d.). The University of Phoenix: Poster child of for-profit higher education.
- §4.B.ii.b Stasz, C., Chiesa, J., & Schwabe, W. (1997). Education and the new economy: A policy planning exercise. Berkeley, CA: National Center for Research in Vocational Education.

§4.C.i The Future of Higher Education

- §4.C.i.a Higher Education Trends – view and surf:
<http://www.acpa.nche.edu/seniorscholars/trends/trends.htm>

- §4.C.i.b Kerr, C. (1997). Speculations about the increasingly indeterminate future of higher education in the United States. Review of Higher Education, 20(4), 345-356.
- §4.C.i.c de Boer, H., et al. (2002). Academia in the 21st century: An analysis of trends and perspectives in higher education research. [skim]
- §4.C.i.d Ehrenberg, R. G. (2004, July 25). Key issues facing American higher education. Paper presented at the annual meeting of the National Association for College and University Business Officers (NACUBO), Milwaukee, WI.
- §4.C.i.e Secretary of State for Education and Skills (2003). The future of higher education. Colegate, Norwich (England): Crown. [skim]
- §4.C.i.f ---- (2004, Oct. 29). The biggest challenge for community colleges: 6 views. Chronicle of Higher Education, 51(10), B10.
- §4.C.i.g Carlson, S., & Carnevale, D. (2004, Oct. 29). Technology threatens colleges with extinction, ex-president warns. Chronicle of Higher Education, 51(10), A34.
- §4.C.i.h Milliron, M. D., & Wilson C. (2004, Nov./Dec.). No need to invent them: Community colleges and their place in the education landscape. Change, 36(6), 52-58.
- §4.C.i.i McPhee, S. (2004). Hot programs at community colleges. Washington, D.C.: American Association of Community Colleges.
- §4.C.i.j ---- (2004, June 25). Pressing legal issues: 10 views of the next 5 years. Chronicle of Higher Education, 50(42), B4.
- §4.C.i.k Schmidt, P. (2003, Nov. 28). Academe's Hispanic future. Chronicle of Higher Education, 50(14), A8.
- §4.C.i.l Frost, S., & Chopp, R. (2004, Mar./Apr.). The university as global city: A new way of seeing today's academy. Change, 36(2), 44-51.
- §4.C.i.m Citizen's League (2004). Trouble on the horizon: Growing demands and competition, limited resources, & changing demographics in higher education. St. Paul, MN: Author.