

SUMMER 2006
EDL 541 – INTRODUCTION TO HIGHER EDUCATION
DOCTORAL PROSEMINAR I (COHORT IV)

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OFFICE LOCATION: Room 207, Education Building, Centennial Drive

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					
30%	Group Activities					
50%	Final Project (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.

Final Project: A handout describing the final project requirements and expectations will be distributed on the first day of class. Briefly stated, several pods are formed on the first day of the class. Each pod will be assigned an area of higher education to learn more about a particular division of higher education and also specifically explore measurements used to assess/evaluate individual/unit/group performance.

REQUIRED TEXTS & MATERIALS

Kerr, C. (2001). The uses of the university (5th ed.). Cambridge, MA: Harvard University Press.¹

Altbach, P. G., Berdahl, R. O., Gumpert, P. J. (2005). American higher education in the twenty-first century: Social, political, and economic challenges. Baltimore, MD: Johns Hopkins University Press.

Articles and Other Readings²

Chronicle of Higher Education (access to weekly paper)

Username: 22144765 Password: 2cflib65

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.aera.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/>

¹ The 4th edition is fine too.

² These documents will be placed on Blackboard by May 6th.

DAY 1

REQUIRED READINGS

- §1.R.i Kerr, C. (2001). The uses of the university (5th ed.). Cambridge, MA: Harvard University Press.
- §1.R.ii Altbach, P. G. (2005). Patterns in higher education development. In P. G. Altbach, R. O. Berdahl, & P. J. Gumpert, American higher education in the twenty-first century: Social, political, and economic challenges (pp. 15-37). Baltimore, MD: Johns Hopkins University Press. **SKIM**

Comment: These required readings as well as assignments must be completed PRIOR to the first class meeting.

Non-Reading Assignments for 1st Class Meeting:

- (1) Bring a copy of a college/university organization chart and mission statement (preferably from your home institution).
- (2) Bring two articles from local, regional, or national papers that address two different news items but focus on the same college/university.
- (3) Bring an internal campus newsletter or bulletin (e.g., monthly newsletter for university employees)

READINGS & DISCUSSION IN-CLASS

- §1.R.iii 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)
- §1.R.iv Geiger, R. (2005). The ten generations of American higher education. In P. G. Altbach, R. O. Berdahl, & P. J. Gumpert, American higher education in the twenty-first century: Social, political, and economic challenges (pp. 38-70). Baltimore, MD: Johns Hopkins University Press.
- §1.R.v Zusman, A. (2005). Challenges facing higher education in the twenty-first century. In P. G. Altbach, R. O. Berdahl, & P. J. Gumpert, American higher education in the twenty-first century: Social, political, and economic challenges (pp. 115-160). Baltimore, MD: Johns Hopkins University Press.
- §1.R.vi American Council on Education (2001). A brief guide to U.S. higher education. Washington, D.C.: Author.
- §1.R.vii Review The Condition of Education surf -- <http://nces.ed.gov/programs/coe/>

Comment: Students will be given time during the day to read/skim these readings. Please have these readings available (i.e. printed or page marked) prior to the class meeting.

DAY 2

Comment: You will be allocated approximately 4 hours to complete the readings the evening before. If you need additional time, you may wish to get a head start on the readings.

REQUIRED READINGS

- 2.R.i Schmidtlein, F. A., & Berdahl, R. O. (2005). Autonomy and accountability: Who controls academe?. In P. G. Altbach, R. O. Berdahl, & P. J. Gumpert, American higher education in the twenty-first century: Social, political, and economic challenges (pp. 71-90). Baltimore, MD: Johns Hopkins University Press.
- 2.R.ii Johnstone, D. B. (2005). Financing higher education: Who should pay?. In P. G. Altbach, R. O. Berdahl, & P. J. Gumpert, American higher education in the twenty-first century: Social, political, and economic challenges (pp. 369-392). Baltimore, MD: Johns Hopkins University Press.
- 2.R.iii 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.
SKIM
- 2.R.iv Lombardi, J. V., Craig, D. D., Capaldi, E. D., & Gater, D. S. (2002). University organization, governance, and competitiveness. Gainesville: TheCenter, University of Florida.

Comment: These required readings as well as assignments must be completed PRIOR to the first class meeting.

READINGS DEPENDENT ON GROUP ASSIGNMENT

GROUP A: Federal Government

- 2.A.i Gladioux, L. E., King, J. E., & Corrigan, M. E. (2005). The federal government and higher education. In P. G. Altbach, R. O. Berdahl, & P. J. Gumpert, American higher education in the twenty-first century: Social, political, and economic challenges (pp. 163-197). Baltimore, MD: Johns Hopkins University Press.

GROUP B: State Government

- 2.B.i McGuinness, Jr., A. C. (2005). The states and higher education. In P. G. Altbach, R. O. Berdahl, & P. J. Gumpert, American higher education in the twenty-first century: Social, political, and economic challenges (pp. 198-225). Baltimore, MD: Johns Hopkins University Press.

GROUP C: Accreditation Groups

- 2.C.i Harclerod, F. F. (2005). The hidden hand: External constituencies and their impact. In P. G. Altbach, R. O. Berdahl, & P. J. Gumpert, American higher education in the twenty-first century: Social, political, and economic challenges (pp. 253-283). Baltimore, MD: Johns Hopkins University Press.

Comment: Your reading requirements are based on your group assignment. Your group will lead the discussion in the topical area since others in the class will not have read your assignment. Be prepared to answer questions and also provide the class with a brief synopsis of your respective assigned readings.

GROUP A: Accountability, Standards, Assessments, and Evaluations

- 2.A.i Alexander, F. K. (2001). The changing face of accountability: Monitoring and assessing institutional performance in higher education. Journal of Higher Education, 71(4), 411-431.
- 2.A.ii Dunn, D. D. (2003). Accountability, democratic theory, and higher education. Educational Policy, 17(1), 60-79.

GROUP B: Socio-Legal Environment

- 2.B.i 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.
- 2.B.ii Humphreys, B. R. (2000). Do business cycles affect state appropriations to higher education?. Southern Economic Journal, 67(2), 398-413.

Group C: Competition and Prestige

- 2.C.i 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.
- 2.C.ii Nidiffer, J., & Bouman, J. P. (2001). The chasm between rhetoric and reality: The fate of the “democratic ideal” when a public university becomes elite. Educational Policy, 15(3), 432-451.

READINGS & DISCUSSION IN-CLASS

- 2.R.v Nicklin, J. L. (1995). The hum of corporate buzzwords: Colleges look to businesses for advice on restructuring. Chronicle of Higher Education, 41(20), A33-A34.
- 2.R.vi Van Der Werf, M. (1999, Sept. 3). A vice-president from the business world brings a new bottom line to Penn. Chronicle of Higher Education, 46(2), A72-A75.
- 2.R.vii Evelyn, J. (2002, Apr. 12). A community college tests the limits of outsourcing. Chronicle of Higher Education, 48(31), A30.

Comment: Students will be given time during the day to read/skim these readings. Please have these readings available (i.e. printed or page marked) prior to the class meeting.

DAY 3

Comment: You will be allocated approximately 4 hours to complete the readings the evening before. If you need additional time, you may wish to get a head start on the readings.

REQUIRED READINGS

Comment: These required readings as well as assignments must be completed PRIOR to the first class meeting.

- §3.R.i 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.
- 3.R.ii 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 5, *Performance accountability: The evidence of quality*, pp. 82-107) **SKIM**

READINGS DEPENDENT ON GROUP ASSIGNMENT

Comment: Your reading requirements are based on your group assignment. Your group will lead the discussion in the topical area since others in the class will not have read your assignment. Be prepared to answer questions and also provide the class with a brief synopsis of your respective assigned readings.

Group A: Academic Experiences and Values

- 3.A.i Singer, T. S., & Hughey, A. W. (2002). The role of the alumni association in student life. In M. B. Snyder (Ed.). Student affairs and external relations (pp. 51-67) (New Directions for Student Services, No. 100). Wiley Periodicals, Inc.
- 3.A.ii Brown, D. (2001). The social sources of educational credentialism: Status cultures, labor markets, and organizations. Sociology of Education, Extra Issue (2001), 19-34

Group B: College Experience and "New" Norms

- 3.B.i Chang, M. J., Altbach, P. G., & Lomotey, K. (2005). Race in higher education: Making meaning of an elusive moving target. In P. G. Altbach, R. O. Berdahl, & P. J. Gumpport, American higher education in the twenty-first century: Social, political, and economic challenges (pp. 517-556). Baltimore, MD: Johns Hopkins University Press.
- 3.B.ii Dey, E. L., & Hurtado, S. (2005). College students in changing contexts. In P. G. Altbach, R. O. Berdahl, & P. J. Gumpport, American higher education in the twenty-first century: Social, political, and economic challenges (pp. 315-339). Baltimore, MD: Johns Hopkins University Press.

Group C: College Experience and Norms

- 3.C.i Olivas, M. A. (2005). The legal environment: The implementation of legal change on campus. In P. G. Altbach, R. O. Berdahl, & P. J. Gumpport, American higher education in the twenty-first century: Social, political, and economic challenges (pp. 226-252). Baltimore, MD: Johns Hopkins University Press.
- 3.C.ii O'Neil, R. M. (2005). Academic freedom: Past, present, and future beyond September 11. In P. G. Altbach, R. O. Berdahl, & P. J. Gumpport, American higher education in the twenty-first century: Social, political, and economic challenges (pp. 91-114). Baltimore, MD: Johns Hopkins University Press.

READINGS & DISCUSSION IN-CLASS

Comment: Students will be given time during the day to read/skim these readings. Please have these readings available (i.e. printed or page marked) prior to the class meeting.

IUP CASE STUDY

DAY 4

No assigned readings -- The focus on this day will be on your final projects.

Team 1: Academic Affairs

Team 2: Student Affairs & Services

Team 3: Business & Finance

Team 4: University Relations, Foundation/Development

COLLABORATION DATES/TIME

There will also be 4–three hour sessions on Blackboard using the “Collaboration” feature. By May 21, the class will meet to determine those exact dates and times.