

Educational Leadership and Policy Studies (ELPS 780)
Introduction to American Higher Education
Fall 2007

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Class Hours: Thursday 4:30 – 7:00 p.m
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Course Description

This class provides students an overview of contemporary American higher education. Topics include U.S. higher education as a system, institutional mission and diversity, Carnegie classification, and organization and governance in higher education. A particular emphasis will be given to the major trends, challenges, and emerging issues in each week's topic. Students will also be introduced to the major journals, conferences, associations, and research centers of the field.

Course Objectives

- To introduce higher education as a field of study and to familiarize the student with the literature and terminology of higher education;
- To provide an overview of the diverse institutional and environmental factors that influence the landscape of American higher education;
- To understand the purpose of higher education and how this purpose has changed and affected various types of colleges and universities;
- To understand the importance, justification, and rationales of higher education classification and ranking systems;
- To understand how organization, governance, and finance in higher education vary by institutional types, control, and mission;
- To gain familiarity with major issues currently facing American higher education postsecondary education.

Required Texts

- Birnbaum, R. (1988). How colleges work: The cybernetics of academic organization and leadership, San Francisco: Jossey-Bass.
- Additional course materials on blackboard (readings with * are posted on blackboard)

Recommended Texts

- Bolman, L.G, & Deal, T.E. (2003). Reframing organizations: Artistry, choice, and leadership (3rd edition). San Francisco: Jossey-Bass.
- Altbach, P. G., Berdahl, R. O., and Gumport, P. J. (Eds.)(2005), *American higher education in the twenty-first century : Social, political, and economic challenges*. Baltimore: Johns Hopkins University Press.

Useful Websites

The Chronicle of Higher Education (<http://chronicle.com/>)
Carnegie Foundation (<http://www.carnegiefoundation.org/>)
NCES website (www.nces.ed.gov)
American Council on Education
(<http://www.acenet.edu//AM/Template.cfm?Section=Home>)
Center for the Study of Education Policy (<http://coe.ilstu.edu/grapevine/>)
State Higher Education Executive Officers (<http://www.sheeo.org/>)
Association of American Colleges and Universities (AAC&U) (<http://www.aacu-eud.org>)
American Education Research Association (AERA) (<http://www.aera.net>)
American College Personnel Association (ACPA) (<http://www.myacpa.org/index.cfm>)
College Board (<http://www.collegeboard.com/splash>)
Association for the Study of Higher Education (<http://www.ashe.ws/>)

Requirements

Class participation Students are expected to complete reading assignments in a thorough and critical manner. This means taking notes while reading, writing down questions and points of disagreement, and preparing to be an active participant in a discussion of the assignments. Reading the materials, actively participating in class discussions contributes a maximum of 25 points toward the overall course grade.

Note: Two or more absences could affect your grade. Coming late or leaving early frequently could also affect your grade. If you must miss class, it is your responsibility to notify me before class and to make arrangements to hand in any assignments that are due. It is also your responsibility to obtain class notes, assignments, etc. from your classmates. Use your judgment in determining whether you should miss a class or not.

Discussion leading questions Each week, two students will be asked to construct several critical questions related to the week's readings (all listed readings). These questions will be emailed to classmates on or before the Monday prior to class. I will use these questions, in part, to direct our discussion.

Case study Paper For midterm paper, students will conduct a case study for a particular higher education institution (or particular type of institution) of their own choosing. Students will examine where the institution is located (in terms of various

institutional characteristics such as institutional environment, demographics, selectivity of the institution, institutional mission, organization and governance) within a wide spectrum of higher education landscape. Students should apply concepts from class readings and discussions regarding the institution's characteristics. This paper is due on October 4th.

Case study issue paper For final paper, students will write an issue paper for current issues in higher education by analyzing why and how certain issue in higher education is particularly relevant to the particular institution that they choose. Exemplary questions are as follows: What are the biggest challenges facing the institution and why? What are the challenges from the perspective of various stakeholders such as students, administrators and faculty? What evidence do you have to support your arguments? Again, students are strongly encouraged to use class readings and discussions regarding the issue of their choosing. It is particularly important that students provide clear evidence of their understanding of the current issue in the context of institutional mission, diversity, and organizational characteristics. On October 25th, students turn in a one-page description of their final paper. The final paper is due on December 6th.

Writing Assignment

- All assignments should be typed in 12-size font and double-spaced with 1-inch margins on all sides. Papers must follow APA (American Psychological Association) 5th edition guidelines. An APA manual is available for sale in the bookstore and at the reference desk at Watson Library.
- All assignments must be completed on time. Submission of midterm and final papers after due date will lower paper grade.

Grading

Class Participation & leading questions	25 points
Midterm paper (7-10 pages)	35 points
Final paper (15-20 pages)	40 points

Special notes

- Students are expected to arrive to class on time (4:30 PM) and return promptly from class breaks.
- Students should be aware of the University standards of academic misconduct (see Article II, Section 6 of the Rules and Regulations of the University Senate). Refer to the pages A23 and 24 in the Fall Timetable of Classes for definitions and policies concerning academic misconduct.
- Students who have special needs should let me know at the beginning of the semester so appropriate accommodations can be made.
- Incomplete policy - Students cannot take an incomplete except special occasions.
- Copyright on course materials and lectures
"Course materials prepared by the instructor, together with the content of all lectures and review sessions presented by the instructor are the property of the instructor. Video and audio

recording of lectures and review sessions without the consent of the instructor is prohibited. On request, the instructor will usually grant permission for students to audio tape lectures, on the condition that these audio tapes are only used as a study aid by the individual making the recording. Unless explicit permission is obtained from the instructor, recordings of lectures and review sessions may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.”(Statement recommended by Faculty Executive Committee & Faculty Council).

Conceptual Framework of the School of Education

The primary mission of the School of Education is to prepare leaders in education and human services fields. As stated in the School Code

Within the University, the School of Education serves Kansas, the nation, and the world by (1) preparing individuals to be leaders and practitioners in education and related human service fields, (2) expanding and deepening understanding of education as a fundamental human endeavor, and (3) helping society define and respond to its educational responsibilities and challenges.

The components that frame this mission for our initial and advanced programs are Research and Best Practice, Content Knowledge, and Professionalism. These interlocking themes build our Conceptual Framework.

Class Schedule

Week 1- August 16: Introduction to class and higher education as a field of study

- Overview of the course
- Brief guide to higher education literature and journals

Week 2- August 23: Purposes of postsecondary education and the landscape of American higher education

Read 2 of the following

- Bowen, H. R. (1977). *The Intended Outcomes of Higher Education. Investment in Learning*. San Francisco: Jossey-Bass Publishers*
- 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
http://www.acenet.edu/bookstore/pdf/2004_higher_ed_overview.pdf
- Winston, G. C. (2000). *Economic stratification and hierarchy in U.S. colleges and universities. Williams Projects on the Economics of Higher Education. Discussion Paper No. 58.* <http://www.williams.edu/wpehe/DPs/DP-58.pdf>

Week 3- August 30: Institutional type, control, mission and diversity

Read 2 of the following

- Morphey, C. C. & Hartley, M. (2006). Mission statements: A thematic analysis of rhetoric across institutional type. *Journal of Higher Education*, 77(3). 456-471.*
- Delucchi, M. (1997). "Liberal arts colleges" and the myth of uniqueness. *Journal of Higher Education*, 68 (4). 414-420.*
- Zemsky, R., Wegner, G. R., & Massy, W. F. (2005, July 15). Today's colleges must be market smart and mission centered. *Chronicle of Higher Education*, Vol. 51: 45.*

Week 4- September 6: Higher Education Classification/Ranking

Read 3 of the following

- 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.*
<http://www.carnegiefoundation.org/Classification/>
- 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*, A31.*
- Hermanowicz, J. C. (2005). Classifying universities and their departments: A social world perspective. *Journal of Higher Education*, 76 (1), 26-55.*
- Griffith, A. & Rask, K. (2007). The influence of the U.S. News and World Report collegiate rankings on the matriculation decision of high ability students: 1995-2004. *Economics of Education Review*. 26 (2). 244-255.*

Week 5- September 13: Higher Education Classification/Ranking

- Computer lab day (bring your own laptop if you have)

Week 6- September 20: Higher Education Institutions as a unique organization

Read 2 of the following

- Winston, G. (1997). Why can't college be more like a firm? *Change*, 29, 5, 32-39.
http://www.findarticles.com/p/articles/mi_m1254/is_n5_v29/ai_20013085
- Birnbaum, R. (1988) Chapter 1: Problems of governance, management, and leadership in academic institutions. How colleges work: The cybernetics of academic organization and leadership. San Francisco: Jossey-Bass Publishers, p. 3-29.
- Birnbaum, R. (1988). Chapter 2: Thinking in systems and circles: The structure and dynamics of academic organizations. How colleges work: The cybernetics of academic organization and leadership. San Francisco: Jossey-Bass Publishers, p. 30-55.

Week 7- September 27: The collegiate organization

Required

- Birnbaum, R. (1988) Chapter 4: The collegial institution: Sharing power and values in a community of equals. How colleges work: The cybernetics of academic organization and leadership. San Francisco: Jossey-Bass Publishers, p.83-104.
- Bolman, L.G, & Deal, T.E. (2003). Chapter 6: People and organization. Reframing organizations: Artistry, choice, and leadership (3rd edition). San Francisco: Jossey-Bass.*

Week 8- October 4: The bureaucratic organization

Required

- Birnbaum, R. (1988). Chapter 5: The bureaucratic Institution: Rationalizing structure and decision making. How colleges work: The cybernetics of academic organization and leadership. San Francisco: Jossey-Bass Publishers, p. 105-127.
- Bolman, L.G, & Deal, T.E. (2003). Chapter 3: Getting organized. Reframing organizations: Artistry, choice, and leadership (3rd edition). San Francisco: Jossey-Bass.*

Mid-term paper due

Week 9- October 11: National Science Foundation (NSF) SRS conference, No class

Mid-term paper feedback

Week 10-October 18: The political organization

Required

- Birnbaum, R. (1988). Chapter 6: The political institution: Competing for power and resources. How colleges work: The cybernetics of academic organization and leadership. San Francisco: Jossey-Bass Publishers, p. 105-127.
- Bolman, L.G, & Deal, T.E. (2003). Chapter 9: Power, conflict, and coalition. Reframing organizations: Artistry, choice, and leadership (3rd edition). San Francisco: Jossey-Bass.*

Week 11- October 25: The anarchical institution and symbolic institution

Required

- Birnbaum, R. (1988). Chapter 7: The anarchical institution: Finding meaning in a community of autonomous actors. How colleges work: The cybernetics of academic organization and leadership. San Francisco: Jossey-Bass Publishers, p.151-173.

Read 1 of the following

- Bolman, L.G, & Deal, T.E. (2003). Chapter 12: Organizational culture and symbols. Reframing organizations: Artistry, choice, and leadership (3rd edition). San Francisco: Jossey-Bass.*

- Birnbaum, R. (1988) Chapter 3: Making decisions and making sense: The administrator's role. *How colleges work: The cybernetics of academic organization and leadership*. San Francisco: Jossey-Bass Publishers, p. 56-81.

Final paper outline due

Week 12- November 1: Alternative concept of organizational operation and the concept of shared governance in higher education

Read 2 of the following

- Birnbaum, R. (1988). Chapter 8: The cybernetic institution: Providing direction through self-regulation. *How colleges work: The cybernetics of academic organization and leadership*. San Francisco: Jossey-Bass Publishers, p. 175-200.
- Birnbaum, R. & Eckel, P.D. (2005). The dilemma of presidential leadership. Altbach, P. G., Berdahl, R. O., and Gumpert, P. J. (Eds.), *American higher education in the twenty-first century : Social, political, and economic challenges*. Baltimore: Johns Hopkins University Press.*
- Etzioni, A. (2000). Administrative and professional authority. In *Organization and Governance in Higher Education* (5th ed), ASHE Reader Series. Brown, M. C. (Ed.). Pearson Custom Publishing: Indianapolis

Final paper outline feedback

Week 13 November 8: ASHE conference, no class

Week 14 November 15: Current issues in higher education: Money matters?

Read 2 of the following

- Johnstone, B. D. (2005). Who should pay? In Altbach, P. G., Berdahl, R. O., and Gumpert, P. J. (Eds.), *American higher education in the twenty-first century : Social, political, and economic challenges*. Baltimore: Johns Hopkins University Press.*
- Johnston, D. B. (2000). Higher Education and Those "Out of Control Costs." <http://www.gse.buffalo.edu/FAS/johnston/Altbachchapterfinaltables2700.htm>
- American Council on Education (2004, September), Debt burden: Repaying student debt. *ACE Issue Brief*. <http://www.acenet.edu/AM/Template.cfm?Section=CPA&Template=/CM/ContentDisplay.cfm&ContentFileID=639>

Week 15- November 22: Thanksgiving holiday, no class

Week 16- November 29: Current issues in higher education: Access and equity

Required

- American Council on Education (2004, June). Choice of institution: Changing student attendance pattern in the 1990s. *ACE Issue Brief*.
<http://www.acenet.edu/AM/Template.cfm?Section=CPA&Template=/CM/ContentDisplay.cfm&ContentFileID=428>
- Perna, L. W. (2005). The benefits of higher education: Sex, racial/ethnic, and socioeconomic group differences. *The Review of Higher Education*, Vol 29, No. 1, pp. 23-52.*

Final paper due on December 6th