

The College of William and Mary
Course Syllabus
EPPL 503: Administration of Higher Education
Fall 2004

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Office hours:

Monday and Tuesday, 1-4 p.m. and by appointment.

CourseInfo Site:

This syllabus and many other materials are posted on the Blackboard site.

Course Description: This course is an introduction to the administration of higher education institutions in the United States. Course material includes an overview of history, purposes, formal structures, governance, organization, and administrative behavior. Current topics affecting college and university operation are reviewed and the impact of state and federal policy on institutions is explored.

Course Purposes: The Administration of Higher Education serves as a threshold experience for students entering the Higher Education program. One of the purposes of the course is to provide you with an overview of administrative roles and functions in institutions of higher education – and the contexts (institutional, professional, and social) in which those roles and functions are performed. A second purpose is to become familiar with the literature in the field, including both scholarly and policy-oriented journals, national reports, and the major contributions of research from a variety of disciplines to a more substantial understanding of higher education. Thirdly, the course is intended to familiarize students with both perennial and contemporary issues affecting colleges and universities. Finally, the course provides a base knowledge from which students may draw in organizing their own programs of study in the field.

Texts:

American Psychological Association, (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: American Psychological Association.

Boyer, E. L. (1990). *Scholarship reconsidered: Priorities of the professoriate*. Ewing, NJ: The Carnegie Foundation for the Advancement of Teaching.

Rosovsky, H. (1990). *The University: An owner's manual*. New York: W.W. Norton & Co.

Many articles and book chapters on Blackboard.

Course Objectives

1. To understand the origins, diversity, and missions of colleges and universities in the United States.
2. To explore the roots of conflict in academic institutions.
3. To appreciate the legitimate expectations of higher education's multiple constituencies.
4. To understand how types of institutions differ in whom they serve and what they do.
5. To examine the patterns of control among the different sectors.
6. To identify trade-offs between traditions of autonomy and pressures for accountability.
7. To understand faculty roles and performance.
8. To examine the expectations and constraints that shape leadership roles in academic institutions.
9. To understand trends and changes affecting college and university finances.
10. To understand the role of student life in academic and personal development.
11. To understand the array of academic programs in American higher education, and to compare their purposes.
12. To understand the distribution of power in colleges and universities.
13. To appreciate the variability in funding among sectors and types of institutions.

MAJOR ASSIGNMENTS

1. Annotations: Choose any 3 readings from sessions 5 through 15 of the course and write an annotation of exactly two pages on the article/book chapter. Your annotations should be from three different class sessions from session 5-15. All three annotations are due at class time. This will require that you read 3 readings that have not yet been discussed in class, but will be discussed later (saving you time down the road on keeping up with readings)! At the top of each annotation, provide a complete citation of the reading using APA format. The annotation should include the following, in order, preferably with subject headings:

- Identify the thesis of the piece (What is the piece about? What is it explaining or arguing?)
- Identify the author's apparent perspective (e.g., Administrator, policy maker, historian, critic? Analytical, passionate, philosophical?)
- *Briefly* describe the major points that the author makes.

- Note the type of evidence the author uses (e.g., their own or other’s historical research, recent data, trend data, the opinions of important people?)
- Assess the persuasiveness of the piece *in depth*. How well did the author(s) do in answering the main question posed in the piece? Are you persuaded? Why or why not?

Due Date: September 20.

2. Analytical Literature Review

Identify an area of your own professional interest that suggests an opportunity for professional development. What would you like to learn more about that would enhance your administrative capabilities? Select a topic. The topic can be very general, such as “student development,” or very specific, such as “does fraternity membership affect grades?” or “new approaches to alumni relations.” Or it could be somewhere in between, such as women’s leadership styles.

Step 1: Submit idea for approval. ***Due Date: September 13.***

Write a paragraph explaining the topic and why you think learning about this topic could enhance your professional development. Submit for approval. This will be returned to you on September 20.

Step 2: Write an integrative, analytical literature review. ***Due Date: November 1.***

An integrative review is an effort to find the principal areas of agreement and disagreement among the key authors addressing a particular issue. In approximately 15 pages written in APA format, you should do the following:

1. First, you should state your approved topic.
2. Then you should discuss the range of evidence and arguments bearing on the question. As you write this section, which should be the bulk of your paper, you should assess the extent to which the principal studies or advocates agree and the extent to which they do not.... For example, one study might find a positive relationship between fraternity membership and grades. A second might find "no relationship." Or two national reports might disagree on whether baccalaureate recipients should know certain facts or be skilled in analytical thinking. Discuss why different studies or advocates might have reached different conclusions.
3. Finally, outline issues that remain unresolved and discuss what the authors suggest should be addressed in future research (or policy development).

You should include a bare minimum of 8 important items in your bibliography. Types of sources will depend partly upon your topic. Eight books would be more than you need. Eight articles would be slim, but this depends on the topic. You should rely upon refereed journal articles, books, and book chapters written by higher education experts. Websites may be used, but primarily for retrieving important documents, rather than reporting on what Joe Blow who authors his own website thinks about your topic. See me if you need more guidance on this issue – I’m happy to talk through your ideas with you!

3. Functional analysis: A functional analysis is an outline of the principal goals, strategic plan, staffing structure, budget, and outcomes (real and/or intended) of a particular area of college or university administration. Identify an area of interest early in the course, seek approval from the instructor, and after receiving approval, *quickly* arrange to contact at least one administrator responsible for this function at William and Mary or any other public or private college/university in the United States. If more than one person in the class wants to do a functional analysis in the same area, you will either need to interview people at different colleges or you will need to meet together with the same person at the same time and write separate papers. We don't want to overly tax our colleagues! The report should be approximately 15 pages in length and should include the following elements:

- Goals of your function. What are they trying to do?
- Main elements of the strategic plan (or any kind of plan!). How do they plan to do it?
- Distribution of responsibility, staffing, training requirements. What kind of people do they need to do it?
- Authority and reporting structure. Where does this function "live" within the institution, to whom does it report, with whom it coordinates, and whom does it oversee? Is it subject to accreditation, auditing, or other oversight by any agency external to the institution? Does it act in an advisory capacity to any other body or administrator, or does any other body or administrator act in an advisory capacity to it? Does it belong to any consortia of institutions or groups that share its concerns?
- An overview of the annual budget. What does it cost to do it?
- Performance indicators. How do they know they've done it?
- Data sources. How do they gather the information they need to know that they've done it?
- Environment. What institutional, governmental, economic, or other "environmental" factors influence policy and practice in this area?
- Professional arena. What is/are the professional affiliation(s) of administrators who work in this area? What professional associations do they (or could they) belong to? What opportunities and resources are available for professional development and sharing of information/ideas? What disciplines or applied fields do they draw on for expertise, i.e., research findings, conceptual frameworks, and/or methods?
- If you were hired as a consultant to give advice to this department on how to increase their effectiveness, what would you recommend to them?
- Personal plan. How could you prepare yourself professionally to work in this functional area? How could you continue to develop professionally in this area? Make sure to note the professional associations and other resources that your informant finds most useful.

Due Dates:

Session 3 – September 13 — Submit one paragraph idea for functional analysis to me for approval.

Session 5 – September 27 – Latest day to call someone in the office you are doing your paper on to set up an interview.

Session 13 – November 29 — Final paper due.

4. Final Exam

In order to further facilitate your learning and internalization of course material, you will be given a final exam. The final will be a challenging, closed book, closed note exam. I will email you the final exam on December 7th. It will be due at 7 p.m. on December 13, 2003. We will not meet for class on December 13th, your responsibility will be to turn in your final to me over email by 7 p.m. December 13th. You may take the exam during any three hour period of time from when you receive it until then. Be sure to choose a time and location where you will not be interrupted. You may open the email I send to you prior to taking the exam, however you are on your honor to not open the attachment with the exam until you are ready to take it and your three hours begin. Be sure to follow all instructions. You will have exactly three hours from the moment you open the exam to type your responses and send them to me by email (jdfoub@wm.edu). You should email me your responses exactly three hours after opening the exam, regardless of the time you take the particular exam. The exam will consist of essay questions based on the content we have covered in class and in your readings this semester.

Due: December 13.

Weights of Assignments in Determining Final Grades:

Three Annotations Paper	10%
Integrative literature review	25%
Functional analysis	25%
Final exam –	40%

Class participation: Exceptionally strong = raise ½ letter grade.
At high expectation level = no change in grade.
Below expectations = lower ½ letter grade.

Grade Criteria

The grading system for this course follows the guidelines in the William and Mary School of Education Graduate Programs Catalog, as printed on page 17 of the catalog, and reprinted here:

The Faculty of the School of Education uses the following grading system including plus and minus designations as appropriate to evaluate student performance in graduate courses:

A = Performance considerably above the level expected for a student in a given program.

B = Performance equal to expectation for acceptable performance at the student's level of study.

C = Performance below expectation but of sufficient quality to justify degree credit.

F = Unacceptable level of performance for any purpose.

The following partial list of criteria will also be considered when grading assignments.

- (1) the extent to which performance follows the directions of the assignment
- (2) the extent to which writing is free from grammatical errors, typos, etc.
- (3) the extent to which performance reflects familiarity and thoughtful consideration of assigned readings
- (4) the extent to which performance reflects familiarity and thoughtful consideration of recent higher education sources such as Chronicle of Higher Education articles
- (5) the extent to which performance grounds opinions in substantive scholarship
- (6) the extent to which performance reflects active struggling with matters of perspective, values, and evidence in one's own thinking and scholarship, and a willingness to change one's mind based on new inputs
- (7) the extent to which performance reflects respectful, constructive questioning of perspectives, values, and evidence in others' thinking and scholarship, clarity of expression, and persuasiveness of arguments

Academic Accommodations

Consistent with the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990, if you feel that you have a disability and need special accommodations of any nature whatsoever, I will work with you and the College's Office of Disabilities Services (James Blair 102) to provide reasonable accommodations to ensure that you have a fair opportunity to perform in this class. Please advise me of such a disability and the desired accommodations with the first two weeks of class or at the earliest possible time.

CLASS SESSIONS

Come to class prepared to discuss the week's readings and to engage in discussions or other exercises related to the topics of the readings. This will be the primary basis for your class participation grade (20% of your final grade). Although we will seldom have time to discuss all of the readings, your class participation should reflect the knowledge of someone who has read and thought about the topic at hand and is prepared for active involvement in discussion. Please let me know at your earliest convenience if you encounter any barriers to your full participation and enjoyment of this class, particularly any problems due to a disability (as stated above in section on Academic Accommodations) or a religious holiday.

1. **Readings.** You should complete all assigned readings *before* the scheduled class sessions. Your responsibility to other students is to be prepared and able to engage in large group discussion and small group interaction activities. The required text and articles will provide a good beginning for your professional library. Not all readings will be discussed in class but will be a good basis for context setting, and professionalization. From time to time, additional readings will be assigned or materials will be handed out in class. *It is your responsibility to have someone obtain copies for you if you are absent.*

2. **Attendance and Participation.** As a graduate level class, I view our work together in the context of our being colleagues. Your attendance is very important to the functioning of the entire class -- to your learning and to that of your peers. Because our class meets once weekly, attendance *every* week is essential. Active interaction and participation are important; however, participation does not mean merely verbal interaction. Your preparation, attentiveness, and willingness to participate in smaller groups are essential. Absences will reflect in participation on your final grade. Please leave me a voice or email message before class if you must miss it.

3. **Class Standards.** As a graduate student, I expect the highest personal and professional standards which reflect the objectives of our graduate program and our professional ethics in higher education. Be sure to become familiar with and follow all rules and regulations of the College and the School of Education, particularly those relating to the Honor Code and Academic Integrity. We will function within a community of trust where you will be treated as an honest professional. The work you submit should be your own. Be especially careful in citing sources correctly within and at the end of your papers.

In the highly unlikely event of a breach of the Honor Code by a member of the class, they will be held accountable through the appropriate procedures of the College.

Please turn off cell phones and pagers prior to entering the classroom.

4. **Requirements.** Your written papers should be typed and must be prepared in **APA-style**, that is, according to the style manual (5th edition, 2001) of the American Psychological Association.

A note on extensions: Life is difficult and unpredictable at times – that is surely understood! When unforeseen emergencies occur that are on the order of a death in the family, a sick child in the hospital, an illness that substantially impairs your functioning, etc., I will work with you to grant a reasonable extension whenever possible and am happy to help you by relieving any pressures I can. When the emergency occurs, please request an extension **BEFORE** the due date (e-mail or call me before class so I know) and propose when you will turn in the assignment. Learn to handle some parts of your assignment early: do not wait until the last minute to print your papers, make appointments early, etc. Leave yourself wiggle room! Extensions *may* involve grade reductions particularly when more responsible planning was possible. *Patterns* of lateness *will* be reflected on final grade in fairness to others who have done timely work, often at great sacrifice.

Session by Session Outline

Session 1: Introduction to Course and to Higher Education as a Field of Study (8/30)

First day of class, no readings assigned beforehand.

Session 2: The Language of the Academy: Understanding Research and Scholarly Writing (9/6)

Rosovsky

Preface and Chapter 1

Blackboard

Hints for Reading Journal Articles

Handout on Time 1, Time 2 Studies

Handout on Research and Experimental Design

Lenihan and Rawlins (1994) – Read carefully and bring questions to class

Short Cut to Learning APA Style

Session 3: Foundations (9/13)

Due: Idea for Functional Analysis

Due: Idea for Professional Development Project.

Rosovsky

Chapter 2 & 3

Blackboard

Bok, Higher Learning Introduction

Cohen, The Shaping of American Higher Education Introduction

Kerr, The Uses of the University, Chapter 1

Levine, Diversity on Campus

Session 4: Diverse Missions (9/20)

Due: Three Annotations.

Rosovsky

Chapter 4, 5

Blackboard

The 2000 Carnegie Classification – Background and Description

2005 Revision of Carnegie Classification System

Outcalt & Schirmer, Understanding the relationships between proprietary schools and community colleges.

Session 5: Leadership (9/27)

Blackboard

Hoy & Miskel, Chapter 9: Leadership

Astin, Astin & Associates -- Chapters 1, 2, 3

Walker Chapters 1, 6, 7, 8

Session 6: Scholarship, Academic Freedom and Tenure (10/4)

Rosovsky

Chapters 9, 10, 11

Boyer

Page xi-81

Blackboard

Austin and Rice, Making Tenure Viable: Listening to Early Career Faculty.

October 11 - FALL BREAK - No Class - Frolic

Session 7: Governance in College and University Organizations (10/18)

Rosovsky

Chapter 15, 16

Blackboard

Birnbaum, How Colleges Work, Chapter 1

Taylor, B. -- Working Effectively with Trustees.

Chronicle – 3 Vice Presidents Quit...

Session 8: Middle Management in Colleges and Universities (10/25)

Rosovsky

12, Re-read Chapter 14

Blackboard

James, T.

Williams, M. J.

Session 9: Finance Issues in Higher Education (11/1)

Due: Analytical Literature Review

Rosovsky

Chapter 13

Blackboard

McPherson, The Economic Value of a Liberal Arts Education

Kozbarich, Institutional Advancement

Chronicle – Federal Aid Policies...

Chronicle – Georgia Regents...

Chronicle – Out-of-State Students Help States Financially, Study Finds

Session 10: Admission and Financial Aid (11/8)

Rosovsky

Re-read Chapter 4, 5

Blackboard

Mortenson, Poverty, race and the failure of public policy: The crisis of access in higher education.

Mumper – The costs and consequences of the transformation in federal student-aid policy

Hearn – The growing loan orientation in federal financial aid policy: A historical perspective

Session 11: Student Affairs (11/15)

Blackboard

Dungy, Organization and Functions of Student Affairs

Kuh, Student learning outside the classroom: Transcending artificial boundaries

Astin, Student Involvement: A developmental theory for higher education

Astin, Astin and Associates -- Chapter 5

Evans and Reason (2001)

Session 12: The Curriculum (11/22)

Rosovsky

Chapters 6, 7, 8

Blackboard

Briggs, How do we know a continuous planning academic program when we see one

Stearns, General education revisited, again

Session 13: Planning, Assessment, and Institutional Research (11/29)

Due: Functional Analysis

Blackboard

Ewell – Strengthening assessment for academic quality improvement

Cosand

Fenske

Lindquist

Orwig & Caruthers

Session 14: Students (12/6)

Blackboard

Whitt, Edison, Pascarella, Nora, & Terenzini; Interactions with peers and objective and self reported cognitive outcomes across 3 years of college.

Gurin, Dey, Hurtado, & Gurin: Diversity and higher education: Theory and impact on educational outcomes

Pascarella and Terenzini, The Impact of College on Students: Myths, rational myths, and some other things that may or may not be true.

Session 15: Final Exam (12/13)

We will not meet as a class.

Due: Email your final exam to jdfoub@wm.edu by 7 p.m.