

**Special Topics in College Student Affairs:
The Research University in Modern America**

15:245:643:01

3 Credits

Wednesdays, 1:10-3:50 pm, Bishop House 211

Spring 2015

(Rev. 1/12/2015)

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Office Hours: Wednesday 10:00 a.m. to 12:00 noon and by appointment	Prerequisites or other limitations: N/A
Mode of Instruction: <input type="checkbox"/> Lecture <input checked="" type="checkbox"/> Seminar <input type="checkbox"/> Hybrid <input type="checkbox"/> Online <input type="checkbox"/> Other	Permission required: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes Directions about where to get permission numbers:

Learning goals:

Through their work in this course, students should attain a solid basic understanding of the research university in modern America. They should be familiar with its origins, its characteristics and achievements, the forces and factors that are bringing change to higher education, and some of the most important challenges for the future. Through study of their chosen topics, students should gain experience in obtaining knowledge about higher education, in forming opinions and drawing conclusions based upon that knowledge, and in expressing their findings and conclusions both orally and in writing. Students who anticipate careers in Student Affairs within research universities should better understand the institution-wide context of the student-related activities in which they will be engaged.

Course description:

This course will examine many of the most important issues and opportunities facing American research universities today. Topics include the universities' origins, purposes, and distinguishing characteristics; systems of governance; and undergraduate, graduate, and professional education. Particular emphasis will be placed upon research, the signature mission of these institutions, as well as upon several of the most notable challenges they face today: securing adequate resources, promoting student access and learning, obtaining the benefits of the new information technologies, and taming the behemoth of intercollegiate athletics. Most of the reading in the course will be drawn from two contemporary masterpieces: Derek Bok, *Higher Education in America*, and Jonathan R. Cole, *The Great American University*. Each student will also explore a

subject of his or her choosing through current issues of *The Chronicle of Higher Education* and *The New York Times*. Where appropriate, the course will draw upon people and experiences here at Rutgers University. The course will provide a wide-ranging introduction to the American research university.

The course will be conducted as a seminar, which means that discussion among students and the instructor will be the focus of each class meeting. An occasional bit of lecturing will provide some essential background. Expert visitors will enliven portions of several class meetings.

Class materials/ Textbooks:

Jonathan R. Cole, *The Great American University: Its Rise to Prominence, Its Indispensable National Role, Why It Must Be Protected* (New York: Public Affairs, 2009)

Derek Bok, *Higher Education in America* (Princeton and Oxford: Princeton University Press, 2013)

[These books may be purchased easily and, in the case of Cole, very inexpensively from Amazon.com]

The Chronicle of Higher Education (The instructor will ensure that each student has access to the online edition of this publication for the duration of the course.)

The New York Times

Requirements and Expectations

Each student in the course will be expected:

1. To do the assigned readings according to the schedule below, to attend each class, and to participate actively in class discussion.
2. To choose, in consultation with the instructor, one important contemporary topic or problem related to American research universities; to peruse throughout the duration of the course every issue of *The Chronicle of Higher Education* and *The New York Times* and read every article published therein on the chosen topic; to keep a journal on that topic based on the articles read; to write, at the end of the course, a ten page essay reflecting on the chosen topic; to share these reflections orally in class; and to submit both the journal and the essay to the instructor at the last class meeting.

Each of these two expectations will count equally toward the student's final grade.

Assignments & Grading Policy:

1. Readings and Class Participation (50%)
2. Reflection Paper (50%)

Course Policies**Class Conduct:**

Students will be expected to arrive in class on time, to treat their fellow students respectfully, and to give their undivided attention to the work of our learning community for the duration of the class period.

Academic Integrity Policy:

The Office of Student Conduct supervises issues related to violations of academic integrity (see <http://academicintegrity.rutgers.edu>). Please familiarize yourself with the university policy on academic integrity at http://academicintegrity.rutgers.edu/files/documents/AI_Policy_2013.pdf

Students will be expected to adhere to the highest professional standards in their class participation and their writing. Please review and abide by the University's Academic Integrity Policy. See <http://academicintegrity.rutgers.edu/>.

Office of Disability Services:

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

Rutgers University recognizes its responsibility for creating an institutional climate in which students with disabilities can thrive. If you have any type of disability for which you require special accommodations to promote your learning in this course, please register with the Office of Disability Services immediately and notify the instructor. For more information, go to <https://ods.rutgers.edu/>.

Course Schedule:

Week	Assignments & Readings
January 21	Introduction to the course
January 28	American higher education today Read: Bok, pages 1-43; Cole, pages 1-44
February 4	The rise of research universities Read: Cole, pages 75-190
February 11	Governing universities Read: Bok, pages 44-74 and additional reading to be assigned
February 18	Financing universities Reading to be assigned Initial presentations of student topics
February 25	Undergraduate admissions, affirmative action, and financial aid Read: Bok, pages 77-144 Richard L. McCormick, "Converging Perils to College Access for Racial Minorities: Examples of Responses that Work from Washington State and New Jersey"
March 4	Undergraduate teaching and learning Read: Bok, pages 145-224 Rutgers School of Arts and Sciences Core Curriculum
March 11	Scientific research Read: Cole, pages 193-298
March 25	Social scientific and humanities research Read: Bok, pages 321-380; Cole, pages 299-342
April 1	Graduate and professional education Read: Bok, pages 225-318
April 8	Information technologies Reading to be assigned
April 15	Intercollegiate athletics Reading to be assigned
April 22	Challenges facing universities Read: Bok, pages 383-412; Cole, pages 345-418 Student presentations on their chosen topics
April 29	Challenges facing universities Read: Cole, pages 419-510 Student presentations on their chosen topics Journals and essays due in class