
Higher Education Structure and Governance

16:507:510

Index Number: 19636

3 credits

Time: Fall Semester, 2016
Tue/Thur, 6th period (4:30-5:50 p.m.)

Place: Rutgers Academic Bldg., Room 3200, Seminary Place, College Ave. Campus

Instructors: Jerry Kukor
Room 208 GSNB, 25 Bishop Place
kukor@aesop.rutgers.edu

Karen R. Stubaus
101 Old Queens, 88 Somerset St.
stubaus@oldqueens.rutgers.edu

Office hrs: (JK) by arrangement; contact Terri Manzo (tmanzo@rci.rutgers.edu) Phone: 848-932-7275
(KS) by arrangement; contact Sherylyn Tucker (stucker@oldqueens.rutgers.edu) Phone: 848-932-4889

Wk	Date	Fac	Topic	Assignment
1	9/6	KS	Overview	McGee (2015) Preface—p. 82
	9/8	KS	Overview	McGee (2015) pp. 83-143.
2	9/13	KS	Organization & Governance	Bok (2015) Preface—p. 74.
	9/15	KS	Organization & Governance	Carnegie Classification; Richard L. McCormick, President Emeritus, Guest
3	9/20	KS	Academic Affairs	Bowen & Tobin, (2015), Entire; Blumenstyk (2015) pp. 99-124.
	9/22	KS	Academic Affairs	Paper #1 topic due ; Richard L. Edwards, Chancellor—New Brunswick, Guest
4	9/27	JK	Financing of higher education	McMahon (2015); Labi (2015)
	9/29	JK	Financial aid	Hosler & Kwon (2015); Scott-Clayton (2015)
5	10/4	JK	Student debt	Cooper & Wang (2014); Archuleta et al. (2013); McKinney et al. (2015)
	10/6	JK	Wellness/Mental Health (guest – J. Richards)	Milojevich & Lukowski (2016); Levins et al. (2016)
6	10/11	KS	Diversity	Page (2008), Entire
	10/13	KS	Diversity	Felicia McGinty, Vice Chancellor for Student Affairs—New Brunswick, Guest
7	10/18	KS	Online Education	Paper #1 due ; Richard Novak, Vice President for Continuing Education, Guest
	10/20	KS	Online Education	Craig (2015) pp. 69-95; Selingo (2013) pp. 86-101.
8	10/25	JK	Enrollment management	Paper #2 topic due ; Schulz & Lucido (2011)
	10/27	JK	Accreditation	Paton et al. (2014)
9	11/1	JK	Research management (guest – T. Kinzy)	Atkinson & Stewart (2011)
	11/3	JK	Assessment	Guetterman & Mitchell (2016)
10	11/8	KS	Governing Boards	Bowen (2008) Entire

	11/10	KS	Governing Boards	Kimberly Pastva, University Secretary, Guest
11	11/15	JK	Endowment/Philanthropy	Lara and Johnson (2014); Hatcher & Studer (2015)
	11/17	JK	Intellectual property (guest – V. Smeraglia)	Paper #2 due ; Warshaw & Hearn (2014)
12	11/22	JK	Rankings	Paper #3 topic due ; Bastedo & Bowman (2010)
	11/24	NO CLASS – THANKSGIVING VACATION		
13	11/29	JK	Internationalization	Finkelstein et al. (2013); Horn et al. (2007)
	12/1	JK	Communications 1	Required Readings (see below) #31-33, 36, 38-46
14	12/6	KS	Communications 2	Required Readings (see below) #34-36, 38-47
	12/8	KS	Federal & State Relations	National Center for Public Policy (2003); Peter McDonough, Senior Vice President for External Affairs, Guest
15	12/13	JK	Academic integrity	Brent & Atkisson (2011); Rettinger & Kramer (2009)
	12/19			Paper #3 due

Required Texts (You must purchase these on your own from your favorite online bookseller):

1. McGee, Jon (2015) Breakpoint: The Changing Marketplace for Higher Education. Johns Hopkins University Press.
2. Bok, Derek (2015) Higher Education in America. Revised edition. Princeton University Press.
3. Bowen, William G., and Eugene M. Tobin (2015) Locus of Authority: The Evolution of Faculty Roles in Governance of Higher Education. Princeton University Press
4. Page, Scott E. (2008) The Difference: How the Power of Diversity Creates Better Groups, Firms, Schools and Societies. Princeton University Press.
5. Selingo, Jeffrey J. (2013) College Unbound: The Future of Higher Education and What It Means for Students. Amazon Publishing.
6. Bowen, William G. (2008) The Board Book: An Insider's Guide to Directors and Trustees. W. W. Norton and Company.

Required Readings:

1. McGee, Jon (2015) Breakpoint: The Changing Marketplace for Higher Education, Johns Hopkins University Press, Preface—p. 82.
2. McGee, Jon (2015) Breakpoint, pp. 83—143.
3. Bok, Derek (2015) Higher Education in America, Revised Edition, Princeton University Press, Preface—p. 74.
4. The Carnegie Classification of Institutions of Higher Education: 2015 Update Facts and Figures. Center for Postsecondary Research, Indiana University School of Education. (Posted to Sakai. Also available at carnegieclassifications.iu.edu/downloads/CCIHE2015-FactsFigures.pdf.)

5. Bowen, William G., and Tobin, Eugene M. (2015) *Locus of Authority: The Evolution of Faculty Roles in the Governance of Higher Education*, Princeton University Press and ITHAKA, entire.
6. Blumenstyk, Goldie (2015) *American Higher Education in Crisis: What Everyone Needs to Know*, Oxford University Press, pp. 99-124.
7. McMahon, WW (2015) Financing education for the public good: a new strategy. *J. of Education Finance* 40:414-437.
8. Labi, A (2015) Placing student success at the center of state higher education policy. *Lumina Issues Papers*, 14 pp.
9. Hosler, D & J Kwon (2015) Does federal financial aid policy influence the institutional aid policies of four-year colleges and universities? An exploratory analysis. *J. of Student Financial Aid* 45:49-64.
10. Scott-Clayton, J (2015) The role of financial aid in promoting college access and success: research evidence and proposals for reform. *J. of Student Financial Aid* 45:7-22.
11. Cooper, D and JC Wang (2014) Student loan debt and economic outcomes. *Federal Reserve Bank of Boston Current Policy Perspectives*, 37 pp.
12. Archuleta, KL, A Dale and SM Spann (2013) College students and financial distress: exploring debt, financial satisfaction, and financial anxiety. *J. of Financial Counseling and Planning* 24:50-62.
13. McKinney, L, M Mukherjee, J Wade, P Shefman, and R Breed (2015) Community college students' assessments of the costs and benefits of borrowing to finance higher education. *Community College Review* 43:329-354.
14. Milojevich, HM, and AF Lukowski (2016) Sleep and mental health in undergraduate students with generally healthy sleep habits. *PLOS One*. DOI:10.1371/journal.pone.0156372.
15. Levens, SM, F Elrahal, and SJ Sagui (2016) The role of family support and perceived stress reactivity in predicting depression in college freshman. *J. of Social and Clinical Psychology* 35:342-355.
16. Page, Scott E. (2008) *The Difference: How the Power of Diversity Creates Better Groups, Firms, Schools, and Societies*, Princeton University Press, Preface—p. 235.
17. Page, Scott E. (2008) *The Difference*, pp. 239—375.
18. Craig, Ryan (2015) *College Disrupted: The Great Unbundling of Higher Education*, Palgrave Macmillan, pp. 69-95.
19. Selingo, Jeffrey J. (2013) *College Unbound: The Future of Higher Education and What It Means for Students*, Amazon Publishing, pp. 86-101.
20. Schulz, SA and JA Lucido (2011) *Enrollment Management, Inc.: external influences on our practice*. USC Center for Enrollment Research, Policy and Practice, 22 pp.
21. Paton, VO, HE Fitzgerald, BL Green, M Raymond, and MP Borchardt (2014) U.S. higher education regional accreditation commission standards and the centrality of engagement. *J. of Higher Education Outreach and Engagement* 18:41-70.
22. Atkinson, RD and LA Stewart (2011) *University research funding: the United States is behind and falling*. The Information Technology and Innovation Foundation, 18 pp.
23. Guetterman, TC and N Mitchell (2016) The role of leadership and culture in creating meaningful assessment: a mixed methods case study. *Innov. High. Educ.* 41:43-57.
24. Bowen, William G. (2008) *The Board Book: An Insider's Guide for Directors and Trustees*, W.W. Norton & Company, Preface—p. 187.
25. Lara, C and D Johnson (2014) The anatomy of a likely donor: econometric evidence on philanthropy to higher education. *Education Economics* 22:293-304.
26. Hatcher, JA and ML Studer (2015) Service-learning and philanthropy: implications for course design. *Theory Into Practice* 54:11-19.

27. Warshaw, JB and JC Hearn (2014) Leveraging university research to serve economic development: an analysis of policy dynamics in and across three US states. *J. of Higher Education Policy and Management* 36:196-211.
28. Bastedo, MN and NA Bowman (2010) U.S. News and World Report college rankings: modeling institutional effects on organizational reputation. *American Journal of Education* 116:163-183.
29. Finkelstein, MJ, E Walker and R Chen (2013) The American faculty in an age of globalization: predictors of internationalization of research content and professional networks. *Higher Education* 66:325-340.
30. Horn, AS, DD Hendel and GW Fry (2007) Ranking the international dimension of top research universities in the United States. *J. of Studies in International Education* 11:330-358.
31. Stack, L (2015) Yale's Halloween advice stokes a racially charged debate. *New York Times*, 8 Nov 2015.
32. Brown, S (2015) At Yale, painful rifts emerge over diversity and free speech. *Chronicle of Higher Education*, 9 Nov 2015.
33. Caplan-Bricker, N (2015) The Yale student protests are the campus PC wars at their best. *Slate*, 10 Nov 2015.
34. Woodhouse, K (2015) U of Missouri leaders resign amid student concerns over racism and diversity. *Inside Higher Ed*, 10 Nov 2015.
35. Perez-Pena, R, and C Hauser (2015) University of Missouri professor who confronted photographer quits journalism post. *New York Times*, 10 Nov 2015.
36. Washington Post Editorial Board (2015) At U. of Missouri and Yale, obstruction of free speech. *The Washington Post*, 10 Nov 2015.
37. Hartocollis, A, and J Bidgood (2015) Racial discrimination protests ignite at colleges across the U.S. *New York Times*, 11 Nov 2015.
38. Anderson, N, and S Sviuga (2015) Can colleges protect free speech while also curbing voices of hate? *The Washington Post*, 10 Nov 2015.
39. Cobb, J (2015) Race and the free-speech diversion. *The Atlantic*, 10 Nov 2015.
40. Grewal, Z (2015) Here's what my Yale students get: Free expression and anti-racism aren't mutually exclusive. *The Washington Post*, 12 Nov 2015.
41. Manne, K, and J Stanley (2015) When free speech becomes a political weapon. *Chronicle of Higher Education*, 13 Nov 2015.
42. Eligon, J (2016) After racist episodes, blunt discussions on campus. *New York Times*, 3 Feb 2016.
43. Shanahan, MK (2016) Yes, campuses should be safe spaces – for debate. *Chronicle of Higher Education*, 31 Jan 2016.
44. Boyers, R (2016) How 'safe spaces' stifle ideas. *Chronicle of Higher Education*, 13 Mar 2016.
45. Graham, DA (2015) When campus hate-speech rules go further than the law. *The Atlantic*, 10 Nov 2015.
46. McWhorter, JH (2016) When slogans replace arguments. *Chronicle of Higher Education*, 17 Apr 2016.
47. Rochon, TR (2015) Why embattled leaders should be stepping up, not stepping down. *Chronicle of Higher Education*, 16 Nov 2015.
48. National Center for Public Policy and Higher Education (February 2003) "Purposes, Policies, Performance: Higher Education and the Fulfillment of a State's Public Agenda", pp. 1-34. (Posted to Sakai and also available at www.highereducation.org/reports/aiheps/AIHEPS.pdf)
49. Brent, E, and C Atkisson (2011) Accounting for cheating: an evolving theory and emergent themes. *Res. High. Educ.* 52:640-658.
50. Rettinger, DA, and Y Kramer (2009) Situational and personal causes of student cheating. *Res. High. Educ.* 50:293-313.

Requirements:

1. Three synthesis papers (@ 30% of final grade)
2. Two in-class presentations summarizing a reading assigned by one of the course instructors (@ 5% of final grade)

The course will be graded based on a total maximum score of 100 points (30 points for each paper and 5 points for each in-class presentation). An “A” will be assigned for total points of 93-100; a “B+” for 87-92; and a “B” for 80-86. 79 points or lower is a “C” and this is a failing grade for a Ph.D. student in a required Ph.D.-level course.

Guidance for Your Research Papers:

1. For each paper, pick a different topic that is related to Higher Education Structure & Governance
2. Your topic must be approved by one of the course instructors
3. Frame your argument and base your analysis on primary peer-reviewed research literature, secondary literature such as scholarly books or book chapters, or critical position papers from scholarly research entities. Journalistic pieces can be used, but they should not be your primary sources.
4. Each paper should be at 15 pages long (i.e., 15 pages of text)
5. Format each paper using 1-inch margins on all sides. Use 1.0 line spacing
6. Use 11-point Arial font
7. Tables and Figures may be used (in fact, their use is encouraged), but they are in addition to the required 15 pages of text
8. An additional title page is required – on it, provide the title of the paper, title and number of this course, your name, and the date of submission
9. Number all pages consecutively. The title page is page #1
10. These papers will be based on the research/scholarship conducted by others, therefore you must cite each of your primary sources. This includes citations for any table or figure that you use.
11. Use APA Style for citations

Optional Resources: (These are not required. They are useful references on higher education. You will probably want to add them to your library as you advance in your higher education career)

1. Versey, Laurence R. 1965. *The Emergence of the American University*. University of Chicago Press. [JJK comment – Although this work is now 50 years old, it is still regarded by scholars as an “essential” for anyone who wants to understand American higher education. Thomas Bender of NYU has commented {see <http://s-usih.org/2015/11/thomas-bender-on-laurence-r-veyseys-the-emergence-of-the-american-university-1965.html>} that the book’s “importance is more methodological than topical. It taught [Bender] that the study of intellectual history must focus on institutions as well as people and ideas.”]
2. Schuster, Jack H., and Martin J. Finkelstein. 2006. *The American Faculty: The Restructuring of Academic Work and Careers*. Johns Hopkins University Press.
3. Bok, Derek. 2006. *Our Underachieving Colleges: A Candid Look at How Much Students Learn and Why They Should Be Learning More*. Princeton University Press.
4. Smith, Wilson, and Thomas Bender (editors). 2008. *American Higher Education Transformed, 1940-2005*. Johns Hopkins University Press.

5. Cohen, Arthur, and Carrie B. Kisker. 2010. *The Shaping of American Higher Education: Emergence and Growth of the Contemporary System* (2nd edition). Jossey-Bass.
6. Christensen, Clayton M., and Henry J. Eyring. 2011. *The Innovative University: Changing the DNA of Higher Education from the Inside Out*. Jossey-Bass.
7. Loss, Christopher P. 2012. *Between Citizens and the State: The Politics of Higher Education in the 20th Century*. Princeton University Press.
8. Bastedo, Michael N. (editor). 2012. *The Organization of Higher Education: Managing Colleges for a New Era*. Johns Hopkins University Press.
9. Wilder, Craig Steven. 2013. *Ebony and Ivory: Race, Slavery and the Troubled History of America's Universities*. Bloomsbury Press.
10. Hendrickson, Robert M., Jason E. Lane, James T. Harris, and Richard H. Dorman. 2013. *Academic Leadership and Governance of Higher Education: A Guide for Trustees, Leaders, and Aspiring Leaders of Two- and Four-Year Institutions*. Stylus Publishing.
11. Wellmon, Chad. 2015. *Organizing Enlightenment: Information Overload and the Invention of the Modern Research University*. Johns Hopkins University Press.
12. Geiger, Roger L. 2015. *The History of American Higher Education: Learning and Culture from the Founding to World War II*. Princeton University Press.
13. Crow, Michael M., and William B. Dabars. 2015. *Designing the New American University*. Johns Hopkins University Press.
14. Marcus, Alan I. 2015. *Service As Mandate: How American Land-Grant Universities Shaped the Modern World, 1920-2015*. University of Alabama Press.
15. Axtell, James. 2016. *Wisdom's Workshops: The Rise of the Modern University*. Princeton University Press.

Learning Goals and Assessment:

This course provides fundamental knowledge about the roles of individuals, constituencies and organizations in governing public and private colleges and universities in the United States. Students will gain an understanding of the roles of faculty, students, staff, administrators, governing boards, and governmental entities. Learning will be assessed from critical analysis of the literature as well as via synthesis papers.

Plagiarism and use of Internet resources:

When information for your papers (data, text, figures, tables) is copied from another document, it must be referenced appropriately. If it is directly quoted as text, it needs to be identified with quotation marks as well. Figures or tables may be copied from source material, but they must be properly referenced.

It is easy to use search engines on the Internet to obtain information for your papers. Information found on the Internet, however, is of varying quality. The most reliable reference is a scholarly article that is subject to "peer review." This means that experts have reviewed it and recommended it to the journal editor as an original piece of scholarship that advances the state of knowledge in a discipline. This process usually requires several revisions, in which the author responds and makes changes to clarify points brought up by the reviewers. In this manner, quality and impact of publications is maintained. Most web pages are not subject to such a process and anyone can post any information. Therefore, web pages posted by individuals or unknown organizations, in general, should not be used as references. This includes Wikipedia entries.

Many legitimate professional or governmental organizations can be used as web references, for example the American Society for Higher Education, the Association of American Colleges and Universities, the Carnegie Foundation for the Advancement of Teaching, the American Council on Education, the Lumina Foundation for Education, the National Center for Higher Education Management Systems, the Council for Higher Education

Accreditation, the National Center for Education Statistics of the U.S. Department of Education, etc. In addition, web access to scholarly journals is now routine and can be used.

Papers submitted for this course will be analyzed for originality via Turnitin.com.

Students with disabilities:

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>.