

EOL 570: Organization of Higher Education

Thursday, 4:00 pm-6:50 pm
Room 33 Education Building

Instructor: Tim Cain

Office: 359 Education Building

Email: tcain@illinois.edu

Course Website: <https://courses.las.illinois.edu/course/view.php?id=1253>

E-Reserves: <https://i-share.carli.illinois.edu/uiu/cgi-bin/Pwebrecon.cgi?DB=local&PAGE=rbSearch>

COURSE OVERVIEW & OBJECTIVES

This course is designed to introduce students to major ideas and themes in the study of higher education while providing a first introduction to research in the field. The class will provide an overview of the organization and structure of American higher education, helping to situate future coursework and studies. Finally, the course is affiliated the Ethnography of the University Initiative (EUI). Through this affiliation, students will undertake original research on historic or modern issues/concerns/topics at the University of Illinois and produce lasting knowledge about this institution, its culture, and its students. As members undertake their own research, they will interrogate the research in the field.

By the end of the course, students should:

- Understand the development of the modern field of higher education
- Be able to articulate the major trends in research on higher education
- Be critical readers and users of research on higher education
- Understand the diversity and organization of American higher education
- Have experience asking and exploring questions involving stakeholders of the University of Illinois
- Be able to relate their projects to existing literature and/or research on the University of Illinois

REQUIRED TEXTS

The following books are required and available at local bookstores. Additional readings will be distributed electronically through the University of Illinois library and the course website.

Altbach, P., Gumport, P. J., & Berdahl, R. O. (2011) *American higher education in the twenty-first century: Social, political and economic challenges (3rd ed.)*. Baltimore: The Johns Hopkins University Press.

American Psychological Association. (2009). *Publication manual of the American Psychological Association (6th ed.)*. Washington DC: Author.

COURSE EXPECTATIONS

Attendance:

Students are expected to attend each session and be prepared to begin each session on time. If a lateness or absence is anticipated, please inform the instructor as early as possible. Repeated absences or lateness will result in a reduced class participation grade. Additionally, students who miss a class are required to provide a short discussion/critique of at least two of the assigned readings for each missed session.

Participation:

Students are expected to engage actively and thoughtfully in the weekly class sessions. In order to fulfill the promise of a graduate course, plan to study the assigned readings prior to class, identify main themes or issues in the readings, and bring with you any questions or issues you would like to address. Informal assignments or class activities will be used to increase your involvement in the class. These activities should improve both the quality of our class discussions and the value of the readings and activities for all participants.

Deadlines:

Work turned in after the deadline will receive minimal feedback and a lower grade. The penalty for late work increases by a letter grade each three days it is late.

APA:

Unless otherwise specified, all written assignments should adhere to APA style and should be free of spelling and grammatical errors. Papers should be double-spaced, have one-inch margins, and be in twelve-point Times New Roman font. All assignments for the class must also adhere to APA standards on bias in language.

Academic Integrity:

All students are expected to maintain high standards of academic integrity and adhere to both the letter and spirit of the Student Code of Conduct. All completed assignments must be original work for this course, must consist of original ideas and writing, and must include appropriate citations of others' ideas. All students at the University of Illinois should familiarize themselves with the Student Code of Conduct (<http://admin.illinois.edu/policy/code/>). Any suspected violations of the code will be formally addressed as it explained in §1-404 (http://admin.illinois.edu/policy/code/article1_part4_1-404.html).

Human Subjects:

Due to historic and modern concerns regarding the potential for the mistreating participants in research, all students are expected to familiarize themselves with the appropriate College of Education and University of Illinois policies designed to protect human subjects. For more information, see: <http://www.ed.uiuc.edu/ber/webpages/HumanSubjects.html>. This course's affiliation with the EUI project allows for a streamlined approval process but it does not mitigate the need to follow ethical and approved procedures and practices when dealing with human subjects. Failure to follow these rules will result in the failure to earn credit for an assignment.

Services:

If you believe that you may need accommodations due to any sort of special circumstances, please contact the instructor within the first two weeks of the class so that appropriate arrangements can be made.

Syllabus:

While the main assignments, issues and topics will remain the same, slight alterations in readings may occur due to identified class needs and interests. Such changes will be made in consultation with all class members.

COURSE ASSIGNMENTS**Class Participation (15 points)**

Student participation will be a major component of the learning that takes place. Active engagement with readings, issues, related current events, and discussions is vital and expected. Students should expect to read the *Chronicle of Higher Education* and Insidehighered.com on a daily basis to be able to fully participate in class discussions. Repeated absences, tardiness, or instances of being unprepared will negatively affect students' grades. Throughout the term, small assignments (such as the mapping assignment) will be used to help facilitate learning. Due: Continuous

Journal Review (5 points)

Students will sign up to provide short reviews (≈ 2 page) of journals in the field. These reviews will include considerations of audience for the journal (practitioner, scholar, general public, etc.), the methodologies/types of articles (quantitative, qualitative, reviews, essays, etc), the facts of publication (how often, by whom, etc), review process (refereed, peer-reviewed, invited, etc.), and the focus or content (higher education, comparative education, history of education, student development, institutional research, etc.). They will be posted on the course moodle as a reference for other class members. Due: September 29

Source/Footnote Review (5 points)

Part of reading and using scholarly research is tracking down and considering sources and citations to which authors refer. As such, each student will be expected to explicitly undertake this task and share his/her findings with the class during the term. Each student will provide a short (≈ 2 page) discussion of a source that is cited in a class reading, including how it relates to the piece in which it is cited. These reviews will be discussed in class. Due: Varies

Institutional Type Presentations (10 points)

Small groups of students will prepare short (15 minutes) presentations on specific types of institutions in American higher education (community colleges, Historically Black Colleges and Universities, Tribal Colleges, Hispanic Serving Institutions, research universities, comprehensive universities, liberal arts colleges, or for-profit colleges). Each presentation will include an overview of the type and discussions of the purposes/missions, institutional characteristics that differentiate the type from other types, diversity within the type, and the challenges faced by institutions of the type. Groups will also provide short lists of suggested readings on their types. Due: November 11

Inquiry Project (45 points as described below)

During the course of the term, small groups of students (up to 3) will undertake original research on one aspect of the University of Illinois. This research will be conducted in conjunction with the Ethnography of the University Initiative and will result in a lasting product for future students and scholars to examine. Through the steps of this project, students will consider their perspectives as researchers, what it means to produce knowledge, how they might construct research questions, what existing research might inform their work, and what data will be most useful for answering their questions. A series of Inquiry Assignments will help you think about research and produce their final project. Students will be required to present their work at the EUI conference either as a poster or on a panel.

- Final Paper (40 points). Due: December 15
- Presentation (5 points). Due: December 1

Short Assignments Related to the Inquiry (20 points as described below)

- Autobiography (5 points)
 - For session 2, each class member will write a short (\approx 2 page) autobiography introducing herself/himself as a participant and new researcher in higher education. The short piece will explicitly discuss how these factors and other aspects of identity may influence his/her understanding of and approach to higher education. Due: September 1
- Research Proposal Pieces (Counts toward Class Participation)
 - Initial Research Ideas: For the third session, students will bring in a short list of research ideas to discuss with the class. The list does not need to be a formal write-up of a detailed plan but will be used to generate conversations, form groups, and move the process along. The ideas will be submitted in writing. Due September 8.
 - Initial Research Questions. Due: September 22
- Annotated Bibliography (10 points- based on individual contribution to larger bibliography)
 - For Session 7, groups will provide an annotated bibliography related to their larger research projects. Each student will be expected to contribute annotations of seven distinct scholarly sources. Due: October 6
- Research Plan (5 points):
 - For Session 8, groups will present a two page overview of final research questions, plans, interview questions (if relevant), and significance of the study. Students will also submit the EUI Preliminary Proposal Abstract form. Due: October 13
- A short statement of your efforts and contributions to the group. Due: December 15

COURSE SCHEDULE

Session 1 (August 25): Introduction

- What are the goals, purposes, and intended outcomes of the course?
- What attributes and behaviors will make this class successful for all participants?
- What is the Ethnography of the University Initiative (EUI) and how will it help us structure our class?
- What does it mean research our own institution?

Session 2 (September 1): History and Context of American Higher Education

- How has American higher education developed?
- How has it served and not served different populations?
- What big picture issues do we need to consider when looking at institutions and systems of higher education?

Assignments Due (in addition to thoughtfully engaging with the readings and class activities):

- Explore: <http://www.ideals.uiuc.edu/handle/2142/755> and generate ideas for a research project.
- Explore: <http://www.eui.uiuc.edu/about.html>
- Autobiography

Readings:

Altbach, et al:

Ch 1: Patterns in higher education development (Altbach)

Ch 2: The ten generations of American higher education (Geiger)

Eckel, P. D. and King, J. E. (2004). *Overview of higher education in the United States: Diversity, access, and the role of the marketplace*. Washington, DC: ACE. Available: http://www.acenet.edu/bookstore/pdf/2004_higher_ed_overview.pdf

Gina Hunter, Nancy Ablemann, Timothy Reese Cain, Tim McDonough, & Catherine Prendergast (September/October 2008). Interrogating the university, one archival entry at a time. *Change*, 40(5), 40-45.

Session 3 (September 8): The Scholarly Field of Higher Education

- Is higher education a field, a discipline, a profession, a semi-professional field, etc.? Does it matter?
- How has the study of higher education developed over the past 100+ years?
- What are the key issues facing the *study* of higher education?
- How have individual scholars created and negotiated their careers in higher education? What issues, events, and ideas helped them formulate their experiences?

Assignments Due (in addition to thoughtfully engaging with the readings and class activities):

- Initial research idea

Readings:

Goodchild, L. F. (1991). Higher education as a field of study: Its origins, programs, and purposes, 1893-1960. In J. D. Fife and L. F. Goodchild (eds), *Administration as a Profession*. (New Directions for Higher Education, no. 76) San Francisco: Jossey-Bass Publishers.

Peterson, M. W. (2000). The tyranny of success: The research-practice tension. *New Directions for Higher Education*, 110, 21-34.

Williams, D. (1984). Whither the study of higher education? *Review of Higher Education*, 7(2), 175-178.

Simpson, R. D. (2000). The study of higher education. *Innovative Higher Education*, 25(2), 81-84.

Kezar, A. (2000). Still trees without fruit?: Higher education research at the millennium. *Review of Higher Education*, 23(4), 443-468.

Read at least one:

Eisenmann, L. (2009). Practicing what I teach: Does a career as a higher education professor inform my work as a dean? *Review of Higher Education*, 32(4): 515-535.

Milem, J. F. (2010). Considering our legacy: Doing work that really matters. *Review of Higher Education*, 34(2): 319-333.

Read at least one:

Astin, A. W. (2003). From number crunching to spirituality. In J. C. Smart (ed) *Higher education: Handbook of Theory and Research*, Vol. XVIII (pp. 1-56). Cornwall, Great Britain: Springer.

Bess, J. L. (2007). A career out of control (maybe). In J. C. Smart (ed.) *Higher education: Handbook of theory and research*, Vol. XXII (pp. 1-56). Netherlands: Springer.

McConnell, T.R. (1979). Turning points in a scholarly career. *Journal of Higher Education* 50(1), 3-21.

Peterson, M. W. (2005). A serendipitous search for a career in higher education. In John C. Smart (ed) *Higher education: Handbook of theory and research*, Vol. XX (pp. 1-53). Cornwall, Great Britain: Springer.

Stark, J. S. (2002). An unplanned journey into higher education. In John C. Smart (ed) *Higher education: Handbook of theory and research*, Vol. XVII (pp. 1-53). Netherlands: Kluwer Academic Publishers.

Session 4 (September 15): *Arming America* or *Disarming Academia*? Research, Ethics, and Integrity

Guest: Karen Rodriguez'G

- What are the purposes and processes of IRB?
- How do IRB protocols affect our understandings of research ethics?
- What are the ethical responsibilities of institutional stakeholders?

Assignments Due (in addition to thoughtfully engaging with the readings and class activities):

- Become acquainted with the *APA Manual*
- Mapping Campus Spaces
 - For this assignment students will map a part of campus through which they traverse on a regular basis. Students will be asked to consider how they view and understand the space and to share their maps with classmates.

Readings:

Hauptman, R. (2002). Dishonesty in the academy. *Academe*, 88(6), 39-45. Available: <http://www.aaup.org/AAUP/pubsres/academe/2002/ND/Feat/Haup.htm>

Moore, B. J. (September/October 2002). Truth or consequences. *About Campus* 7(4): 25-28.

Student Code of Conduct: http://www.admin.uiuc.edu/policy/code/article_1/a1_1-401.html

Nelson, C. (October 2003). Can E.T. phone home? The brave new world of university surveillance. *Academe* 89(5). Available: <http://www.aaup.org/AAUP/pubsres/academe/2003/SO/Feat/nels.htm>

Prescott, H. M. (2002). Using the student body: College and university students as research subjects in the United States during the twentieth century. *Journal of the History of Medicine and Allied Sciences*, 57(1), 3-38

Review the slideshow at: <http://www.prisonexp.org/>

Skim:

Katz, S. N., Gray, H. H., and Ulrich, L. T. (2002). Report of the Investigative Committee in the matter of Professor Michael A. Bellesiles. Available: http://www.news.emory.edu/Releases/Final_Report.pdf

Bellesiles, M. A. "Statement of Michael Bellesiles on Emory University's inquiry into *Arming America*." Available: http://www.news.emory.edu/Releases/B_statement.pdf

Session 5 (September 22): Research Basics

- What is qualitative research and what do we consider when we undertake it?
- What are historical methods and how do we use them?

Assignments Due (in addition to thoughtfully engaging with the readings and class activities):

- Initial Research Questions

Readings:

Krathwohl, D. R. (1998). Fieldwork and observation and Historical research. In *Methods of educational and social science research: An integrated approach* (pp. 247-280 & 571-586).

Janesick, V. J. (1994). The dance of qualitative research design: Metaphor, methodolatry, and meaning. In N. K. Denzin and Y. S. Lincoln (Eds), *Handbook of Qualitative Research* (pp. 209-219). Thousand Oaks, CA: Sage Publications.

Carlson, Scott, "An Anthropologist in the Library: The U. of Rochester Takes a Close Look at Students in the Stacks," *Chronicle of Higher Education* 53, no. 50.

Explore: "Primary Source VILLAGE Tutorial" Available:

<http://www.library.uiuc.edu/village/primarysource/index.htm>

Session 6 (September 29): Purposes and Missions of Higher Education

- What is the purpose of higher education in America?
- Who should attend colleges and universities?
- Who should pay for students to attend?
- Are the benefits of higher education public or private?

Assignments Due (in addition to thoughtfully engaging with the readings and class activities):

- Journal Review

Readings:

Baxter Magolda, M. (2004) Self-authorship as the common goal of higher education. In M. Baxter Magolda & P. M. King, *Learning partnerships: Theories and models of practice to educate for self-authorship* (pp. 1-35). Sterling, VA: Stylus.

Bowen, H. R. (1997). The intended outcomes of higher education. In *Investment in learning: The individual and social value of American higher education* (pp. 31-60). Baltimore: Johns Hopkins University Press.

Rosovsky, H. (1990). The purposes of a liberal education. In *The university: An owner's manual* (pp. 99-112). New York: W. W. Norton & Company, Inc.

Institute for Higher Education Policy. (1998). Reaping the benefits: Defining the public and private benefits of going to college. Washington, DC: Author. Available:

Altbach, et al.:

Chapter 12: Financing higher education: Who should pay? (Johnstone)

Session 7 (October 6): Organization and Leadership

- How do institutions function internally?
- What theories help us understand colleges and universities as complex organizations?
- Who *is* in charge of the American university? Why?

Assignments Due (in addition to thoughtfully engaging with the readings and class activities):

- Annotated Bibliography

Readings:

Altbach, et al.

Chapter 11: Presidents Leading (Eckel and Kezar)

Ehrenberg, R. G. (2000). Who is in charge of the university? In *Tuition rising: Why college costs so much* (pp. 19-31). Cambridge, MA: Harvard University Press.

Birnbaum, R. (1988). Problems of governance, management, and leadership in academic institutions and Thinking in systems and cycles. In *How Colleges Work: The Cybernetics of Academic Organization and Leadership* (pp. 3-55). San Francisco: Jossey-Bass.

Duderstadt, J. J. (2004). Governing the twenty-first-century university. In W. G. Tierney *Competing conceptions of academic governance: Negotiating the perfect storm* (pp. 137-57). Baltimore: The Johns Hopkins University Press.

Sandeen, A. (1996). Organization, functions and standards of practice. In S. R. Komives, D. B. Woodward, Jr. and Associates (Eds), *Student services: A handbook for the profession* (3rd ed.) (pp. 435-457). San Francisco: Jossey-Bass.

Session 8 (October 13): The Faculty

- How do we understand the roles and responsibilities of faculty?
- How does faculty culture differ at different institutional types?
- How is faculty life and work changing in the modern era and what are the costs and benefits?

Assignments Due (in addition to thoughtfully engaging with the readings and class activities):

- Research plan
- Preliminary Proposal Abstract Form

Readings:

Altbach, et al:

Chapter 4: Academic freedom: Past, present and future (O'Neill)

Chapter 9: Harsh realities: The professoriate in the twenty-first century (Altbach)

Clark, B. R. (1997). Small worlds, different worlds: The uniqueness and troubles of the American academic profession. *Daedalus* 126 (4), 21-42.

Geiger, Roger L. (2011). Optimizing research and teaching: The bifurcation of faculty roles at research universities. In Joseph C. Hermanowicz (Ed.), *The American academic profession: Transformation in contemporary higher education* (pp. 21-43). Baltimore: Johns Hopkins University Press.

Schuster, J. H. & Finkelstein, M. J. (2006). The professoriate in profile. In *The American Faculty: The Restructuring of Academic Work and Careers* (pp. 37-71). Baltimore: Johns Hopkins University Press.

Turner, C. S. V., Gonzalez, J. C., and Wood, J. L. (2008). Faculty of color in academe: What 20 years of literature tells us. *Journal of Diversity in Higher Education*, 1(3): 139-168.

Session 9 (October 20): State and Federal Issues

- What role do governmental agencies play in higher education?
- Who provides oversight of American higher education and to what ends?

Assignments Due (in addition to thoughtfully engaging with the readings and class activities):

- None

Readings:

Altbach, et al:

Chapter 5 The federal government and higher education (Mumper, Gladieux, King, and Corrigan)

Chapter 6: The states and higher education (McGuinness, Jr.)

Heller, D. E. (2004). State oversight of academia. In R. G. Ehrenberg (ed.). *Governing academia*. Ithaca: Cornell University Press.

Session 10 (October 27): Curriculum

- What are the elements of a curriculum and how are they intertwined?
- How do we understand the current and historical debates about the content of the college curriculum?
- What are the key issues in graduate curricula and how do disciplinary differences affect them?

Assignments Due (in addition to thoughtfully engaging with the readings and class activities):

- None

Readings:

Altbach, et al:

Chapter 14: Graduate education and research: Interdependence and strain (Gumport)
Chapter 15: Curriculum in higher education (Bastedo)

Ratcliff, J. L. (1996). What is the curriculum and what should it be? In Gaff, J. G., Ratcliff, J. L., and Associates (Eds.). *Handbook of the undergraduate curriculum: A comprehensive guide to purposes, structures, practices and change* (pp. 1-29). San Francisco: Jossey-Bass.

Lattuca, L. R. and Stark (2009). Defining curriculum: An academic plan and Creating academic plans. In *Shaping the college curriculum: Academic plans in action* (2nd ed.) (pp. 1-22 & 115-143). Needham Heights, MA: Allyn & Bacon.

Cole, W. M. (2011). Minority politics and group-differentiated curricula at Minority-Serving Colleges, *The Review of Higher Education*, 34(3): 381-422.

November 3: NO CLASS (History of Education Society Meeting)**Session 11 (November 10): Institutional Types**

- How have we and do we categorize institutions of higher education?
- What are the implications of categorizations and rankings for our system?
- How are different institutional types similar and different?
- How might institutional purpose and success look different for different sectors?

Assignments Due (in addition to thoughtfully engaging with the readings and class activities):

- Institutional Type Presentations
- Explore: <http://www.carnegiefoundation.org/classifications/> and consider how we categorize/classify institutions

Readings:

Bastedo, Michael N. and Patricia J. Gumport. 2003. "Access to What? Mission Differentiation and Academic Stratification in U.S. Public Higher Education." *Higher Education* 46: 341-359.

McCormick, A. C. and Zhao, C. Rethinking and reframing the Carnegie Classification, *Change* 37 (September/October 2005), 50-57. Available:
http://www.carnegiefoundation.org/dynamic/publications/elibrary_pdf_634.pdf

Gasman, M. (2008). Minority-Serving Institutions: A historical backdrop. In M. Gasman, B. Baez, C.S.V. Turner (Eds.), *Understanding Minority- Serving Institutions* (pp. 18-27). Albany: State University of New York Press.

Read at least One:

Institute for Higher Education Policy (1999) *Tribal Colleges: An introduction*. Washington, DC: Author. Available: <http://www.ihep.org/Publications/publications-detail.cfm?id=85>

Minor, J.T. (2008). *Contemporary HBCUs: Considering institutional capacity and state priorities. A research report*. Michigan State University, College of Education, Department of Educational Administration. East Lansing, MI.

Dowd, A. C. (March 2003). From access to outcome reality: Revitalizing the democratic mission of the community college. *The Annals of the American Academy of Political and Social Science*, 586, 92-119.

Li, X. (2007). *Characteristics of Minority-Serving Institutions and Minority Undergraduates Enrolled in These Institutions (NCES 2008-156)*. National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education. Washington, DC.

Session 12 (November 17): Assessment and Accreditation

- How does accreditation function and what roles does it play?
- Who should assess student outcomes? How should it be done?
- How do we know what a college degree indicates?

Guest Instructor: Dr. Staci Provezis, Project Manager, National Institute for Learning Outcomes Assessment

Assignments Due (in addition to thoughtfully engaging with the readings and class activities):

- None

Readings:

Altbach, et al:

Chapter 3: Autonomy and Accountability (Schmidtlein and Berdahl)

Chapter 8: The Hidden Hand (Harclerod and Eaton)

Ewell, P. (2009, November). Assessment, accountability, and improvement: Revisiting the tension. (NILOA Occasional Paper No.1). Urbana, IL: University of Illinois and Indiana University, National Institute for Learning Outcomes Assessment.

Provezis, S. (2010, October). Regional accreditation and student learning outcomes: Mapping the territory. (NILOA Occasional Paper No.6). Urbana, IL: University of Illinois and Indiana University, National Institute for Learning Outcomes Assessment.

Please familiarize yourself with the NILOA website and the resources that it offers:
www.learningoutcomesassessment.org.

November 24: NO CLASS (Fall Break)

Session 13 (December 1): EUI Conference

- Students will present their EUI projects in either a poster or panel format. The conference is held from 3-8pm in GSLIS

Session 14 (December 8): Challenges and Opportunities

- What are the biggest opportunities ahead for American higher education?
- What difficult decisions are institutions facing in the 21st century?
- What role does diversity play in the challenges and opportunities ahead?

Assignments Due (in addition to thoughtfully engaging with the readings and class activities):

- EUI Forms and Paperwork

Readings:

Altbach, et al:

Chapter 16: Markets in Higher Education (Slaughter and Rhoades)

Chapter 17: The Diversity Imperative: Moving to the Next Generation (Smith)

Kezar, A. J. (2005). Challenges for higher education in serving the public good. In A. J. Kezar, T. C. Chambers, J. C. Burkhardt, & Associates (Eds.), *Higher education for the public good: Emerging voices from a national movement* (pp. 23-42). San Francisco: Jossey-Bass.

Arum, R. & Roska, J. (2011). College cultures and student learning. In *Academically Adrift: limited learning on college campuses* (pp. 2-21). Chicago: University of Chicago Press, 2011.

December 15: Final Papers Due (and statement of contributions of group)