Instructor: Dongbin Kim  
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Class room: JRP 245  
Class Hours: Thursday 4:30 – 7:00 p.m  
Office Hours: Thursday 3:00-4:00 pm or by appointment

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  
- All course readings and additional materials related to the week’s topic will be posted on blackboard or distributed by the instructor throughout the semester.
Recommended Texts


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://coeilstu.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. Students should write reflection papers on the readings for that evening if they have to miss a class (this is not a substitute for attendance – but will be a way for you to learn some of the material on your own if you have to miss class). Reflection papers should be two pages in length – these reflection papers for missed classes will not be graded. Use your judgment in determining whether you should miss a class or not.

Discussion leading questions Each week, two (or three) 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.
Students who are assigned for the week’s discussion questions could also bring discussion materials (e.g., video clip, newspaper articles or etc) that are relevant to their discussion questions and will use them to direct class discussion. I will use these questions and discussion materials, in part, to direct our discussion as well.

**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 7th**.

**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 **November 4th**, students turn in a brief description of the issue that they have chosen (**optional**). The final paper is **due on December 16th**.

**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**

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<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Class Participation &amp; leading questions</td>
<td>25</td>
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<tr>
<td>Midterm paper (7-10 pages)</td>
<td>35</td>
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<tr>
<td>Final paper (15 pages)</td>
<td>40</td>
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</tbody>
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**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 19: 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 26: Purposes of postsecondary education and the landscape of American higher education

Week 3- September 2: Institutional type, control, mission and diversity

Week 4- September 9: Higher Education Classification/Ranking
  http://www.carnegiefoundation.org/Classification/

Week 5- September 16: Higher Education Classification/Ranking
• Computer lab day (bring your own laptop if you have)
• Library instruction

Week 6- September 23: Higher Education Institutions as a unique organization
• Duryea, E.D., "Evolution of University Organization" in ASHE Reader, Chapter 1
• Weick, K. E. Educational organizations as loosely coupled systems in ASHE reader, Chapter 3

Week 7- September 30: The collegiate organization

Week 8- October 7: The bureaucratic organization (mid-term paper due)
• Mintzberg, H. The professional bureaucracy in ASHE reader, Chapter 4

October 14: Fall Break

Week 9-October 21: The political organization

Week 10- October 28: The anarchical institution (Garbage can model)
• Cohen, M. D., March, J. G., Leadership in an organized anarchy. Chapter 2 in ASHE reader
Week 11- November 4: Understanding colleges and universities as cultural and symbolic organizations/Institutional theory
- Masland, A. T. Organizational culture in the study of higher education, Chapter 11 in ASHE reader. pp. 145-152

Week 12 – November 11: Critical consideration in organization and governance
- Nkomo, Race in organizations, chapter 31 in ASHE reader
- Calas and Smircich, Re-writing gender into organizational theorizing, chapter 34 in ASHE reader

Week 13- November 18: ASHE conference

Week 14- November 25: Thanksgiving holiday, no class

Week 15- December 2: Current issues in higher education: Money matters?

Week 16- December 9: Current issues in higher education: Internationalization of higher education – what is this and why is this important?
  
  http://jsi.sagepub.com/cgi/reprint/11/3-4/290