HI ED 545: Higher Education and Student Affairs in the United States  
Fall 2014, Fridays, 9:05-12:05pm  
Rackley Building

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Office hours: Thursday 2pm to 4pm or by appointment.

**Course Description:**  
This course is an introduction to the educational context and major organizational and academic characteristics of higher education, including an analysis of current issues and future trends. The course provides an overview of the basic structures, functions, participants, constituencies, tensions, and challenges facing higher education and student affairs in the United States.

**Course Objectives:**  
By the end of this course, students will be able to:
1. examine the societal and individual purposes of higher education;  
2. describe the overall structure of higher education in the United States, including the mission of public, private and for-profit institutions;  
3. define key concepts in higher education and student affairs as a field of study;  
4. describe the roles and needs of various stakeholders in colleges and universities;  
5. think critically about the contemporary challenges facing higher education and student affairs, and;  
6. demonstrate improvement in analytical, written and oral communication skills.

**Required Texts:**
- Additional readings are available through Jstor or the course Angel page.

**Grading**

More detailed instructions about each assignment will follow:
1) 11th Generation of Higher Education: Topic Proposal. **Due November 14th** (10%)  
2) 11th Generation Trend Research Paper. **Due December 19th** (40%)  
3) 11th Generation Trend Research Paper presentation. Last day of class. (20%)  
4) Participation (20%)  
5) Group Leadership role in class discussion of Chronicle of Higher Education current event related to the week’s topic (you will choose you group and topic later in the semester) (10%)
### Week 0. August 29 Introduction to the course and each other

### Week 1. September 5  **Introduction: Purposes and Goals of Higher Education**


*Key Questions and Themes:*
What is the purpose of higher education? Who attends colleges and universities? What do students expect of their higher education experience? How do colleges and universities function? In what ways does higher education influence our society and culture?


*Key Questions and Themes:*
What is the historical context for higher education? Why is the historical context important to the study and practice of higher education? How does the history of higher education provide a framework for thinking about future trends?
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<th>Week 3. September 19</th>
<th><strong>Diversity of American Higher Education</strong> <em>(systems, mission, institutional type, special purpose institutions)</em></th>
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**Key Questions and Themes:**
What are the differing missions and characteristics of American colleges and universities? What are the different types of higher education institutions? How does diversity of institutional type promote the societal goal of access and opportunity?

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<th>Week 4. September 26</th>
<th><strong>Organization and Governance of Contemporary American Higher Education</strong></th>
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**Key Questions and Themes:**
What are the operating structures of colleges and universities? How can we examine higher education institutions from a systems theory perspective? What are various models of academic governance and decision-making? What is the role of the faculty in university governance?

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<th>Week 5. October 3</th>
<th><strong>Faculty Roles and Responsibilities</strong></th>
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**Key Questions and Themes:**
What is the nature of faculty work? How does it vary by academic appointments, institutional types, fields of study, and other factors? What are the main driving forces to the changing academic career in recent decades? What are the effects, especially pertaining to student learning? What is the compensation structure for faculty work? How does it vary by rank, fields, sector, gender/ethnicity, and other factors?
### Week 6. October 10  **Student Engagement**

1. Selected chapters from Kuh, Kinzie, Schuh, & Whitt, *Student Success in College*
2. Selected chapters from Harper & Quaye, *Student Engagement in College*

**Key Questions and Themes:**
- What are some of the various ways that scholars define student engagement?
- What are some of the various ways that scholars define student success? How have measures of student success changed recently?
- What is the current state of the debate on college student achievement (for example, perspectives of leaders on campus, government policy makers, students, and labor market stake holders).

### Week 7. October 17  **Measuring Student Outcomes**

2. I will assign you reviews of the book from different perspectives

**Key Questions and Themes for student learning:**
- What are some of the various ways that scholars define student success? How have measures of student success changed recently?
- What is the current state of the debate on college student achievement (for example, perspectives of leaders on campus, government policy makers, students, and labor market stake holders).
Week 8. October 24  Foundations of Student Affairs


Key Questions and Themes:
What is the impact of the college experience on students?
What is the co-curriculum?
What is the role of the student affairs professional?
**Week 9. October 31  Pathways to Higher Education**


**Key Questions and Themes:**
What are some of the many pathways students take to securing an undergraduate degree? For example reverse transfer or lateral transfer.
What are some of the initiatives in the k-12 sector or higher education sector that are meant to facilitate access to higher education?

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**Week 10. November 7  Access, Diversity and the Courts**

1 Tatum, B. (2008). *Can We Talk About Race, and Other Conversations in an Era of School Resegregation* (Introduction: Can We Talk About Race? & Chapter 1: Defining Racism)

3 Guidance on the Voluntary Use of Race to Achieve Diversity in Postsecondary Education, available at http://www2.ed.gov/about/offices/list/ocr/docs/guidance-pse-201111.htm


**Key Questions and Themes:**
How do we understand the evolution of U.S. Supreme Court decisions that, in 1954 with *Brown v. Board of Education*, through the present time? What are the implications of U.S. Supreme Court decisions in education-related cases for researchers and practitioners who seek to promote greater racial/ethnic educational equity?
**Week 11. November 14  Economics of Higher Education (Student Perspective)**


*Key Questions and Themes:*
- What is the return to a college education? How does it vary by degree, institutional type, major, and other characteristics?
- How do students respond when the price of education change? How does the response vary by different determinants of price (listed tuition, grant aid, loans, tax credits, etc.)?
- Students will develop an understanding of the key components of the tuition and financial aid system.

**Week 12. November 21  Economics of Higher Education (Institutional Perspective)**


*Key Questions and Themes:*
- From what sources do colleges and universities obtain their revenue? How does the answer vary across types of institutions and how has it changed over time?
- What forces shape how colleges and universities spend their money?
- What are the financial challenges facing colleges and universities?
- What are the budgeting (resource allocation?) processes that university leaders employ and that unit heads must navigate?
### Week 13. December 5  Future Trends in Higher Education

Watch:  
https://www.youtube.com/watch?v=TmSvQqAvEUM and http://edinnovation.wisc.edu/why-innovate/

Read/Review:  

**Key Questions and Themes:**  
Working from the historical context of higher education and its impact on society, how do we think about its future?

### Week 14. December 12 Student Presentations and Semester Wrap-up

No additional readings