

Harvard University Extension School
MGMT E-5320 Higher Education Management
Spring 2016

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Course description and objectives: An overview of the management of higher education institutions in the United States and the major opportunities and challenges they face. This course will provide a foundation in higher education management from the perspective of academic and administrative leadership.

Learning outcomes for this course are:

- A general understanding of the models/types of higher education, the opportunities and challenges faced by higher education institutions; and strategies to successfully manage these institutions.
- An in-depth understanding of a few specific opportunities and challenges.
- The ability to analyze and communicate strategic issues independently and as a member of a group.

Class sessions: The course will meet online most Wednesday evenings starting January 27 through May 11, 2016 from 5:30pm to 7:30pm Eastern Standard Time, and a required in-person weekend of April 16 and 17. See following schedule for exact dates.

Assigned reading:

- Course pack (CP) including reading assignments and cases. The course pack is available through University Readers (<http://www.universityreaders.com/students/>). The course packet includes cases from the Harvard Graduate School of Education and articles.
- Bok, Derek, Higher Education in America, Princeton University Press, 2013. (Bok Book) Available at <http://www.amazon.com/Higher-Education-America-Derek-Bok/dp/0691165580>
- The Chronicle of Higher Education (CHE). Extension school students may access CHE via the University Library system (<http://www.extension.harvard.edu/resources/libraries.jsp>) and Harvard employees may also access it on Harvie (<http://www.harvie.harvard.edu>).

Course web page:

<https://canvas.harvard.edu/courses/8304>

General information about the course, including course syllabus, bios of the instructor, teaching assistant, and classmates, current readings of interest, a class blog, and other material of interest may be found on this page. Students are encouraged to check the page before each class for new materials that may be covered in class.

Assessment of learning outcomes (i.e., grading): Sharing individual experiences and independent study are important. Assigned reading and video taped lectures will augment class discussion, giving the class a base on which to build the learning experience. Students will work in groups on a group presentation. The APA citation format is to be used for all submitted assignments. The APA guide at the Purdue Online Writing Lab may be of assistance: <http://owl.english.purdue.edu/>. Late assignments will not be accepted (medical or family emergencies will be dealt with on a case-by-case basis and must be brought to the attention of the instructor immediately). All assignments should be uploaded into the appropriate folder in the Assignments section by due date/time. Assignment folders mark date/time of submission; late assignments will not be graded unless prior arrangements have been made. **Note: All assignments should be saved in Word either .doc or .docx format.**

- 40% **Individual case memos:** (each is worth 10% of course grade). A short case memo must be written for the 5 cases used in class (the lowest graded case memo will not count). Memos must follow the format outlined in Attachment I of the syllabus and be uploaded into appropriate folder in the Assignments section on the class web site by the start of the class on the due date. Late assignments will not be accepted.
- 20% **Term paper:** Students may pick a topic of interest that is relevant to the course. Students will submit a one-page term paper proposal, which includes the topic, approach, potential sources, and a brief outline on or before class #4 (2/24). The proposal is subject to approval and will count for 10% of the term paper grade. The paper is to be 8 to 12 pages, plus references and optional appendix, double-spaced, 12-point font, and is due before class #9 (4/27). The term paper will be made available to the class for discussion during class #10 (5/4).
- 20% **Group project:** Students will be assigned groups to complete a group presentation on an approved topic on higher education change and/or innovation. Assignment will conclude with a group presentation during the in-residence weekend, class #8 (4/16 and 4/17). Details are included in Attachment II of the syllabus.

This grade is made up of several components:

--30% Instructor/Teaching Assistant based on PowerPoint, written outline and quality and breadth of research resources integrated into presentation.

--30% Instructor/TA based on group presentation

--20% class based on the group presentation

--20% fellow group members' assessment of individual contribution

20% **Class attendance and participation:** Students will be graded on meaningful participation in class—questions they ask, participation in discussions, engagement with group work in class as well as the thoughtfulness of their written questions and comments about the lecture and reading materials to prepare for class. Meaningful participation should be relevant to the subject matter, concise, and advance the conversation. Students must upload a one-page summary of their assessment of the assigned readings and videotaped lectures, with specific topics and questions they want to address in that evening's class to the designated Assignments section and copy and paste into Class Blog. This one-page summary is due by 12 pm (Eastern Standard Time) the day BEFORE class. While these will not be graded, they contribute to the class participation grade. Also, for this assignment only, we are not looking at writing quality, grammar, etc. but rather at student's attempts to honestly engage with the pre-class lecture videos and readings.

Students may miss up to 1 class without penalty; students who miss more than 1 class will be penalized for each class missed by a 10% reduction in the class attendance and participation grade. To receive credit for a class no more than 10 minutes may be missed (arriving late or leaving early). Students must attend the residency weekend – no exceptions.

Student responsibilities: In addition to what is included in this syllabus students should refer to the Extension School policies on student responsibilities at <http://www.extension.harvard.edu/exams-grades-policies/student-responsibilities> Special attention should be given to the section on academic integrity (<http://www.extension.harvard.edu/resources/career-academic-resource-center/plagiarism-proper-use-sources#overview>).

Student resources: In addition to the instructor and teaching assistant for this course, students have many other resources available to them. Students are encouraged to visit <http://www.extension.harvard.edu/resources/libraries.jsp> and review what these are. Continuing to build strong writing skills is an objective of this course. We encourage you to utilize the writing resources listed on this page.

The Extension School is committed to providing an accessible academic community. The Disability Services Office offers a variety of accommodations and services to students with documented disabilities. Please visit www.extension.harvard.edu/resources-policies/resources/disability-services-accessibility for more information.

Course structure: This is an online web-based course with an in-residence weekend in Cambridge, Massachusetts on Harvard's campus. Students must attend the in-residence weekend. Online classes will be in real-time and students are expected to prepare for class by watching the lecture videos, doing all the assigned readings, and preparing a one-page summary.

Students must have a headset with microphone to participate in **online class** meetings. Students are advised to use a desktop or laptop computer for online class meetings. Tablets and cell phones have serious technical limitations. Please do not use ear buds in lieu of a quality headset and noise cancelling microphone. Online class meetings will consist of:

- Highlights from the class blog and current events and articles (10 to 20 minutes).
- In-depth topic discussion using case studies and course materials (60 to 90 minutes). To facilitate this discussion the teaching staff will use the one-page summaries students' post in advance of class. Students are encouraged to view the posted summaries before class starts.
- Wrap-up, take away highlights (10 minutes)

Outside of class students are expected to:

- Watch lecture videos, review slides, do assigned reading, and post a one-page summary on class blog to prepare for class discussion. (Students must also submit one-page summaries in Word format in appropriate Assignments section of course website.)
- Participate in the class blog.
- Write case memos and a research paper—these are independent assignments.
- Actively participate with an assigned group to research and prepare for a group-led presentation.

Expected time outside of class is 6 to 8 hours a week.

In-residence weekend, April 16 and 17—class will start at 9am on Saturday and end at 5pm on Sunday. Class will be held in a Harvard classroom. Students are responsible for their transportation, lodging, and meals. Dress is casual.

The in-residence weekend mostly will be an opportunity for interactive learning and to present/teach as a group to the class on a specific topic.

Course outline and schedule:

#1 (1/27) Introduction (Readings for the first class are posted on the course page)

- **Each class member should post a short introduction/bio on the course web site before first class.**
- No one-page summary is required for the first class.
- Watch lectures “Introduction to Higher Education,” and “Higher Education Today” (course page)
- Gittelman, Sol, “Higher Education Has Always Been a Mess: That’s What Makes it Great,” *CHE*, November 15, 2015
- Klitgaard, Robert, “Universities Have the Responsibility to Tackle the Worlds Toughest Problems,” *CHE*, February 1, 2008
- CIHE, Standards for Accreditation: <https://cihe.neasc.org/standard-policies/standards-accreditation/standards-effective-july-1-2011>

#2 (2/3) Leadership & Governance

- **One-page summary of response/questions to lectures/readings due at 12 pm EST on Tuesday 2/2**—consider addressing the role and overarching responsibilities of a president
- Groups assigned for group project
- Watch lecture “Leadership and Governance” (course page)
- Bok book: “The American System of Higher Education” (Chapter 1), “Purposes, Goals, and Limits to Growth” (Chapter 2), and “The Governance of Nonprofit Universities” (Chapter 3)
- Senior, Jennifer, “Bob Kerry’s Ivory-Tower War,” *New York*, March 2, 2009 <http://nymag.com/news/features/54685/>
- Fain, Paul, “The Priest President,” *CHE*, January 3, 2010
- “Faust’s Bargain,” *The Harvard Crimson* (CP)
- Kelderman, Eric, “Politics, and the Memory of a Popular President, Cloud UNC’s Search for a New Leader,” *CHE*, June 26, 2015
- Trombley, Laura Skandera, “13 Years of a College Presidency,” *CHE*, April 10, 2015

#3 (2/10) Leadership and Governance continued

- **Case memo due: University of Oregon (A)** (CP)
- **One-page summary of response/questions to lectures/readings due at 12 pm EST Tuesday 2/9**
- Watch lecture “Leadership and Governance continued” (course page).
- June, Audrey Williams, “For Chairs the Seat’s Gotten Hotter,” *CHE*, December 6, 2013
- Kelderman, Eric, “The Open Records King of Eugene,” *CHE*, February 6, 2015

- Gardner, Lee, "The Path to Change Runs Through the Provost's Office," *CHE*, September 9, 2015

(2/17 No class)

#4 (2/24) Student Recruitment, Retention, and Development

- **Case memo due: The Bonfire Collapse at Texas A&M – A (CP)**
- **Term paper outline due**
- **One-page summary of response/questions to lectures/readings due at 12 pm EST Tuesday 2/23**
- **Mid-course check-in due**
- Watch lecture "Student Recruitment, Retention, and Development" (course page)
- Bok book: "Going to College and Earning a Degree" (Chapter 4), "Entering the Right College" (Chapter 6), "What to Learn" (Chapter 8)
- Farrell, Elizabeth and Hoover, Eric, "Getting Schooled in Student Life," *CHE*, July 29, 2005
- Richards, Alex and Coddington, Ron, "30 Ways to Rate a College," *CHE*, August 29, 2010
- Mangan, Katherine, "To Improve Retention, Community Colleges Teach Self-Esteem", *CHE*, April 17, 2015
- Hoover, Eric, "College Admissions, Frozen in Time," *CHE*, May 29, 2015
- Title IX:
 - Mangan, Katherine, "Colleges' New Sex-Assault Policies Draw Fire From All Sides," *CHE*, January 16, 2015
 - Wilson, Robin, "Should Colleges Be Judging Rape?", *CHE*, April 17, 2015
 - "Sexual Assault on Campus: We'll Know We've Made Progress When...", *CHE*, April 17, 2015
 - Pryal, Katie Rose Guest, "If You're Raped on Campus, Don't Trust Your College to Do the Right Thing," *CHE*, March 13, 2015
 - Mangan, Katherine, "One in 4 College Women Faces Sexual Assault or Misconduct," *CHE*, October 2, 2015

(3/2 no class)

#5 (3/9) Teaching and Research

- **Case memo due: Brooklyn College (CP)**
- **Group project topic due**
- **One-page summary of response/questions to lectures/readings due at 12 pm EST Tuesday 3/8**
- Watch lecture "Teaching and Research" (course page)

- Bok book: “How to Teach” (Chapter 9), “Prospects for Reform” (Chapter 10), “Graduate Education” (Chapter 11), “Publish or Perish” (Chapter 15), “The Environment for Research” (Chapter 17)
- *American Higher Education in the Twenty-First Century* (Altbach, Berdahl, Gumpert; The Johns Hopkins University Press, 3rd ed.), Chapter 4: “Academic Freedom and Accountability: Past, Present, and Future beyond September 11” (CP)
- Berrett, Dan, “The Day the Purpose of College Changed,” *CHE*, January 30, 2015
- Wilson, Robin, “For Northwestern, the Kipnis Case Is Painful and Personal,” *CHE*, June 12, 2015

(3/16 no class)

#6 (3/23) Finance and Operations

- **Case memo due: Curriculum Change at Babson College – A (CP)**
- **One-page summary of response/questions to lectures/readings due at 12 pm EST Tuesday**
- Watch lectures “Finance” and “Operations” (course page)
- Bok book: “Paying for College: The Challenges for Policy-Makers and Academic Leaders” (Chapter 5)
- *American Higher Education in the Twenty-First Century* (Altbach, Berdahl, Gumpert; The Johns Hopkins University Press, 3rd ed.), Chapter 13: “Financing Higher Education: Who Should Pay?” (CP)
- Wellesley College Annual Report, 2011-2012:
<http://www.wellesley.edu/controller/accounting/annualrpts>
- *An Overview of Financial Stewardship*, Elizabeth K. Keating and John H. McCarthy (course page).
- Gee, Gordon, “Colleges Must Find Innovative Ways to Finance Their Missions,” *CHE*, October 30, 2011
- Carlson, Scott, “Colleges Unleash the Deans’ With Decentralized Budgets,” *CHE*, February 13, 2015
- Conn, Steve, “Welcome to Ohio State, Where Everything Is for Sale,” *CHE*, March 20, 2015
- Eagleton, Terry, “The Slow Death of the University,” *CHE*, April 6, 2015

(3/30 no class)

#7 (4/6) Campus Planning, External Affairs, and Fund-raising

- **Case memo due: Institutional Advancement at University of Maryland Baltimore County – A (CP)**
- **One-page summary of response/questions to lectures/readings due at 12 pm EST Tuesday**
- Watch lectures “Campus Planning,” “External Affairs,” and “Fundraising” (course page)

- *American Higher Education in the Twenty-First Century* (Altbach, Berdahl, Gumpert; The Johns Hopkins University Press, 3rd ed.), Chapter 9: “The Hidden Hand: External Constituencies and Their Impact” (CP)
- Harvard University Allston Campus – view the PDF planning documents at:
<http://www.bostonredevelopmentauthority.org/planning/institutional-planning/higher-ed/harvard-university-allston-campus>
- Carlson, Scott, “Colleges Face Hard Choices as ‘Deferred’ Maintenance Gets Deferred Again,” *CHE*, November 15, 2013
- Fisher, Karin, “Why Universities Alone Aren’t Going to Save Your Economy,” *CHE*, April 10, 2015

#8 (4/16 and 4/17) In-residence weekend

- See in-residence weekend outline on page 4.
- **Group PowerPoint, research bibliography due, presentation given**
- **Read for discussion:**
 - Carlson, Scott, “Sweet Briar’s Demise Is a Cautionary Tale for Other Colleges,” *CHE*, March 13, 2015
 - Kolowich, Steve, “How Sweet Briar’s Board Decided to Close the College,” *CHE*, April 3, 2015
 - Kolowich, Steve, “The Death of a College,” *CHE*, April 3, 2015
 - Mitchell, Peter T., “How Sweet Briar Can Save Itself,” *CHE*, May 8, 2015
 - Biemiller, Lawrence, “Trustees Feel New Pressure From Sweet Briar’s Demise,” *CHE*, May 8, 2015
 - Mcurtrie, Beth, “Why It’s So Hard to Kill a College,” *CHE*, July 10, 2015
 - Stripling, Jack, “Sweet Briar’s Activists Turn to the Sober Work of Governing,” *CHE*, July 10, 2015
 - Kolowich, Steve, “Try to Make This Work: New Sweet Briar President Looks Ahead,” *CHE*, July 10, 2015.
 - Kolowich, Steve, “How Sweet Briar’s New Leader Hopes to Sustain its ‘Soul,’” *CHE*, September 4, 2015
 - Bacow, Lawrence S., and Bowen, William G., *CHE*, “The Painful Lessons of Sweet Briar and Copper Union”, October 9, 2015

(4/20 no class)

#9 (4/27) Innovation and Change

- **Term paper due.**
- **One-page summary of response/questions to lectures/readings due at 12 pm EST Tuesday.**
- Bok book: “The Expanding Audience for Higher Education” (Chapter 7), “Matters of Genuine Concern” (Chapter 18), “The Last Word.”

- Christensen, Horn, “Colleges in Crisis” *Harvard Magazine*, June 29, 2011, <http://harvardmagazine.com/2011/07/colleges-in-crisis>
- Chait, First, “Bullish on Private Colleges,” *Harvard Magazine*, Nov/Dec 2011, <http://harvardmagazine.com/2011/11/bullish-on-private-colleges>
- Berube, Michael, “The Humanities Declining? Not According to the Numbers,” *CHE*, July 1, 2013
- Selingo, Jeff, “Colleges Need Some Big Ideas to Drive Change from Within,” *CHE*, October 7, 2011
- Young, Jeffrey R., “Will MOOC’s Change the Way Professors Handle the Classroom?,” *CHE*, November 15, 2013
- Selingo, Jeffrey J., “The New, Nonlinear Path Through College,” *CHE*, October 4, 2013
- Jarrett, Josh, “Bigfoot, Goldilocks, and Moonshots; A Report from the Frontiers of Personalized Learning,” *Educause*, March/April 2013 (course page)
- “Building a Culture of Innovation in Higher Education: Design & Practice for Leaders,” *Educause*, April 2015 (do assessment for own org).
- TED Talk: “An ultra-low-cost college degree,” Shai Reshef, March 2014
https://www.ted.com/talks/shai_reshef_a_tuition_free_college_degree

#10 (5/4) Conclusion

- Discuss term papers
- Wrap-up

Attachment I: Case Memo Assignment Format Outline

Double-spaced, 12-point font, 1" margins.

- No more than two pages (approximately 500 words).
 - Identify ONE key strategic issue in the case.
 - Explain why it is an issue.
 - Outline your recommendations to deal with it.
- This is to be a well-written memo (crisp, clear) and not an academic/research paper.
- External research not required.

Attachment II: Group Project Requirements

Students will work in groups to research a topic on change and/or innovation in higher education. The final product should include: (1) a brief outline of the topic and why it is relevant; (2) a description of the opportunities and challenges; (3) examples of where it is in use and their experiences with it and/or possible applications for it; (4) a conclusion highlighting the impact (positive and/or negative) this may have on higher education.

Part I: Presentation in class.

- A professional “polished” presentation and quality content are equally important.
- You may use any of the instructional technology in the classroom.
- Each team member must participate in the presentation.
- Each group will have 15 minutes to present and 10 minutes for questions/discussion with the class.
- Note: groups will be assessed in part on how well they keep to the time limit and integrate each member’s presentation into a coherent whole.

Part II: Written overview and references.

- This is a handout to be given to the class as a guide to your presentation.
- It is to include a list of the sources you referenced.
- No more than two pages.

Possible group project topics:

- On-line or distance education:
 - MOOC’s
 - For credit
 - Hybrid
- Innovation in pedagogy:
 - Flipped classroom
 - Active learning
- Public funding for higher education and outcomes/impact:
 - Student financial aid
 - State funded public universities or community colleges
 - Federal research grants
- Governance issues
 - Viability of shared governance in particular higher education sectors
 - Role of adjuncts