

SYLLABUS
HIED 808
CONTEMPORARY ISSUES IN HIGHER EDUCATION

Summer 2005

Monday–Saturday 8am–5pm

June 6–11, 2005

Diehn Fine Arts Building - Room 221

Dennis Gregory

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Course Description: This course is intended to present a broad exploration and generate greater understanding of contemporary issues influencing higher education. It is a doctoral-level seminar with an emphasis on reading and discussion of topics. Students will be expected to attend class, be current with the issues, understand relevant background and historical information relating to the issues and be able to articulate the issues in oral and written presentations. Active participation in class is an imperative. This is a three-credit course that will involve discussion, written and oral reports and the integration of knowledge across the spectrum of issues relating to higher education.

Course Purpose: The primary purpose of this course is to bring to the attention of the student issues which are currently of concern to American higher education, with a particular focus on the research university. Successful completion of this course will result in: (1) a more informed person about the issues and why particular issues are important; (2) an ability to more effectively follow and interpret issues of higher education in the popular media and professional journals; (3) an enhanced ability to analyze published reports, articles and research related to higher education and to summarize and present them in a professionally acceptable manner; and (4) an opportunity to discuss contemporary issues and to consider and debate points of perspective resulting from student in-class opinion. Students will learn where and how to acquire such information and how to use it in their professional practice in higher education.

Required Texts: Altbach, P. G., Gumport, P. J., & Johnstone, D. B. (2001). *In Defense of American Higher Education*. Baltimore and London: Johns Hopkins University Press.

Reisman, D. S., (1998). *On Higher Education*. New Brunswick and London: Transaction Publishers

Recommended Texts: Altbach, P.G., Berdahl, R. O., & Gumport, P.J. (1999). *American Higher Education in the Twenty-first Century: Socials, Political, and Economic Challenges*. Baltimore and London: Johns Hopkins University Press.

Course Requirements: All students enrolled in the course will be expected to meet the following:

1) Attend class on a regular basis, be informed on class topics and participate actively and productively in class discussions.

2) Prepare analyses of a current discussion topics, consistent with the assigned chapters for the class period, selected from the literature and/or popular print media and present them in class. The student will be expected to select the subject and provide a written document (could be an outline) and/or Power Point presentation to class colleagues, make a presentation and coordinate active discussion of the topic. In other words, you must read the chapter assigned to you and do research to find items that either support or oppose the viewpoint (or both) on the issue described by the author(s). Your presentation will then briefly review the chapter and then describe what you have found on the topic. These presentations should be planned to last thirty (30) minutes.

3) Along with one or two class colleagues, prepare and present an analysis of an assigned contemporary issue topic. Each group will be expected to generate a document (along the lines of a research report) to share with class colleagues, make an oral presentation (with a Power Point presentation, if desired) and lead a discussion on the selected topic. Each will include a literature review designed to provide a comprehensive understanding of the topic, historical grounding, current state of the issue, diverse views on the topic and an assessment of the topic's impact on the future of American higher education. Time available for each presentation is sixty (60) minutes. Each group has been selected to pair folks from inside and outside Virginia whenever possible to reflect a diversity of backgrounds. A couple of the groups are two person groups just because of numbers. The "research reports" will be due to Dr. Gregory at dgregory@odu.edu no later than Friday, July 12, 2005.

4) There will be a take-home final exam, which will be handed out on June 11. It is due in an email to Dr. Young at jyoung@odu.edu no later than Friday, July 5, 2005.

Class Attendance: It has been emphasized several times that class attendance is very important to the successful completion of this course. Attendance and participation will account for 20% of the course grade. It is advised that absences not occur or be kept to an absolute unavoidable minimum.

Class Format: A class period is defined as 8am-11:45 am and 1:15 pm-5pm unless we come up with an alternative schedule on the first day. With the exception of the first and last class period, each class period will start with a presentation/discussion of the text assignment lasting up to one hour. This will be followed by two individual student presentations on a current discussion topic (#2 above) lasting until around the middle of the period.. After a 15 minute break, a group presentation (#3 above) will be given, followed by discussion until time to break for lunch or end the day. The students are expected to lead and participate in the discussions. The schedule for individual presentations and group presentations will be forthcoming once a final cohort is defined.

Grading: Grades will be determined according to the following:

- 1) Class Attendance and Participation—20%
- 2) Individual Presentations—30%
- 4) Group Presentation—25%
- 5) Final Exam—25%

Accommodating Students With Special Learning Needs: In accordance with University policy, students with documented sensory and/or learning disabilities should inform the instructor so that special needs may be accommodated.

Honors Pledge: Each student is expected to abide by the honor system of Old Dominion University:

"I pledge to support the honor system of Old Dominion University. I will refrain from any form of academic dishonesty or deception, such as cheating or plagiarism. I am aware that as a member of the academic community, it is my responsibility to turn in all suspected violators of the honor system. I will report to Honor Council hearings if summoned."

Office Hours:

Available by appointment.

Required Reading: In addition to the text, it is important for students to stay current with events and stories reported in *The Chronicle of Higher Education*, *Change*, major newspapers and news weeklies and similar publications. Regular reading of a regional and/or national newspaper and/or regular visits to a news media web site is required.

Course Calendar: The following is an outline of activities for the session. This is may change some as current events evolve and in-class presentations dictate:

June 6 AM --Course Introduction: General orientation; review of syllabus; review of assignments; introductions; discussion of student-identified contemporary issues in higher education.

**June 6 PM - Altbach Chapter 1, “The American Academic Model in Comparative Perspective,”
Reisman Chapter 1, “The Era of Faculty Dominance and Its Decline,” and
Altbach Chapter 13, “Understanding the American Academic Profession”**

**June 7 AM–Altbach Chapter 2, “Higher Education as a Mature Industry,”
Altbach Chapters 3 and “Built to Serve: The Enduring Legacy of Public Higher Education.”
Group 1 - Affirmative Action/Racial Preferences in Admission and Financial Aid**

**June 7 PM–Altbach Chapter 4 “The ‘Crisis’ Crisis in Higher Education: Is that a Wolf of a Pussycat at the Academy’s Door?”
Reisman Chapter 3, “The Rise of Student Disaffection.”
Group 2 – Grade Inflation**

**June 8 AM–Altbach Chapter 5, “From Mass Higher Education to Universal Access: The American Advantage”
Reisman Chapter 4, “College Marketing and Student Customers.”
Group 3 – Impact of Intercollegiate Athletics**

**June 8 PM–Altbach Chapter 6, “Higher Education and those ‘Out of Control Costs’”
Altbach Chapter 7, “The liberal Arts and the Role of Elite Higher Education”
Group 4 – The “Millennial Student” and their Impact on Higher Education**

**June 9 AM– Altbach Chapter 8, “The Technological Revolution: Reflections on the proper Role of Technology in Higher Education,”
Reisman Chapter 5 “The limits of Student Choice: The Evangelical Colleges”
Group 5 – Collective Bargaining and Other Benefits for Graduate Students**

**June 9 PM– Altbach Chapter 9, “Academic Change and Presidential Leadership”
Reisman Chapter 7, “The Free Market, ‘Marginal Differentiation,’ and Restrictions on Diversity.”
Group 6 – The Charter Movement (Financial Independence for State-Funded Universities)**

**June 10 AM– Altbach Chapter 10, “Graduate Education and Research.”
Altbach Chapter 11, “College Students Today: Why We Can’t leave Serendipity to Chance”
Group 7 – Public Perception of Higher Education**

**June 10 PM–Altbach Chapter 12, “Governance: The Remarkable Ambiguity” and Reisman Chapter 9, “Student Consumerism and Educational Change.”
Reisman 11, “Protecting Students by Voluntary Action: Regional Accrediting Associations”**

June 11 AM—If necessary, wrap-up and completion of projects from pervious days which have not been completed.

Professional Information and Background Statement

Full Curriculum Vitae for Drs. Gregory and Young will be provided.