

Interession 2006  
Professor William Moore  
SZB 364  
CCLP office: SZB 348  
471-7545  
1:00—4:00 MTWThF

I. *Title*

**The Administration of Academic Affairs: Planning, Analysis & Assessment**

II. *Course Number*

**EDA f391K**

III. *Prerequisite*

None

IV. *Rationale for the Course*

Academic affairs is central to the operation of a higher education institution. It deals with a variety of activities in the college. These include, but are not limited to, curriculum and degree development, budgeting for the educational programs, student and faculty conduct, institutional planning, the adjudication of conflict, evaluation, tenure, and so on. All of these areas are complex and fraught with problems related to the educational, economic, and professional well being of academic professionals. They also have implication for legislative and judicial activities.

It follows, then, that the efficient administration of academic affairs cannot be a random process. Because of the span of control of that office and the nature and diversity of the problems it must accommodate, there must be some specific and systematic approach to handling those problems. Group process, administrative theory, and organizational process are all knowledge and skills that must be employed in the management of academic affairs. So significant are the activities of academic affairs that they are rapidly emerging as a well-defined field of study. As such the trial and error methods, on-the-job training of administrators, and the process of moving through the "academic chairs" are no longer the sole tenable approaches. A well-organized and systematic approach is, therefore, necessary.

The focus of the course is to provide the student with a comprehensive and in-depth look at academic affairs in higher education institutions. The course is further designed to investigate the techniques used in carrying out the tasks of academic affairs, how they are used, why, where, for whom, and under what conditions of environment, structure and control.

## V. *Objective and Expectations*

Objectives are statements of intent. In this course they have been developed to provide the student with: (1) content related to the subject; (2) opportunities to practice and simulate conditions which apply the principles and processes described in the content; (3) a project to help demonstrate the role and function of academic affairs in the institution; (4) the trends, problems and prospects in academic affairs.

### A. Objectives

1. To provide information about some of the ideas related to the organization and control of academic affairs in the community college.
2. To identify the decision-making process utilized to implement the functions for which the office of academic affairs is responsible.
3. To identify the specific tasks traditionally assigned to the area of academic affairs.
4. To demonstrate the distinct differences in the way academic affairs are carried out among the diverse types of higher education.
5. To acquaint the student with the higher education literature directly related to the function of the management of academic affairs.
6. To make sure that the student has an opportunity to see the relationship between the office of academic affairs and other offices, administrators, and faculties.
7. To provide students with the opportunity to see how the office of academic affairs evaluates programs, credentials, and professional standards as it seeks to approve academic rewards.
8. To examine such things as academic misconduct, for example, to determine the process and rationale for resolving such charges against a faculty member, administrator, or student.
9. To understand the process and development of academic policy.

### B. Expectations

After the completion of the course the student is expected to:

1. Understand the role and function of the office of academic affairs.
2. Understand the process of policy formulation related to the academic program.

3. Be conversant with the literature of higher education generally and the community college in particular.
4. Understand the relationship of the office of academic affairs to the other components of the institutions.
5. Be able to identify the tasks involved in the administration of academic work.
6. Be aware of the trends in higher education generally and community colleges in particular that directly relate to academic affairs.

## VI. *Organization and Format*

### A. Organization of the Course

The organization of the course is in the form of comprehensive survey. Three topics will be explored. Each one is designed to examine a fundamental component of academic affairs. Starting with a definition, where necessary, and emphasizing the nature, structure, function and scope of each component and how it is a complement to, and inter-related with, every other part. Finally, each topic will be placed in a total gestalt wherein academic affairs is viewed as a complete higher education entity.

### B. Format

The course will use three instructional formats, namely: lecture/discussion, workshop, and project method. The size and characteristics of the class may mean that one format is preferable to another. The reason for several methodologies is to provide the student with a modality that may enhance his or her role in learning through participation and to make available to the student opportunities for some practice in the development and application of techniques in understanding some of the topics and concepts explored.

## VII. *Clients to be Served*

Clients. Several groups of clients will be served in the course. They include: Ph.D. and Ed.D students majoring in higher education who will be seeking positions in higher education institutions; students who are majoring in vocational, technical, and adult education who plan careers in two and four year colleges and will seek teaching and administrative positions in those respective areas; students completing degrees in student personnel; in-service persons who want to develop conceptual information and skill regarding higher education administration; students who will seek positions in state organizations which govern and coordinate two and four year colleges and persons who have responsibility for continuing education.

## VIII. Topics

### Topic 1: Background and Scope of Academic Affairs

#### Building a Concept of the Community College

This topic concerned with definition, role and scope of academic affairs. More specifically, it is designed to clarify what this component is, what it does, how it works and the influence it has in the rest of the institution. This topic includes, of course, the organization and control of academic affairs and is designed to identify, describe and analyze the organization and span of control of the office of academic affairs. That control will be assessed in order to determine how the office is structured to functionally govern and coordinate the activities of each academic unit in the institution. In like manner, the role of the chief academic officer will be examined.

#### The Reward System and the Role of Faculty in the Management of Academic Affairs

The topic will focus on the reward and recognition process in higher education and the central role that the office of academic affairs plays in this process. Tenure, promotion, salary, and other types of professional recognition will be addressed. Since both by logic and tradition the faculty has a central role in academic matters, this topic will explore the scope and appropriateness of that role. In addition to focusing on the educational aspects, it will also focus on such things as faculty conduct and peer appraisal.

Readings (Note: these readings are old, but there are few more recent Sources that handle the subject as well.)

O'Toole, James. "Tenure: A Conscientious Objection," *Change*, 10 (June/July 1978), 24-31,

Smith, B.L. and Associates, *The Tenure Debate*. San Francisco: Jossey-Bass, Inc., 1972.

O'Toole, James, Alstyne, W.W. and Chait, R. *Three Views of Tenure*, Change Magazine Press, 1979, pp. 4-55.

Mix, M.C. *Tenure and Termination in Financial Exigency*. Washington, D.C.: American Association for Higher Education, 1978, pp. 1-29.

## Topic 2

Topic two will focus on the legal problems, decisions, support and constraints that affect the administration of academic activities.

### Readings:

State of California Chancellor's Office 10.23.97 (1977). Shared Governance: Legal Advisory.

Assembly Bill #1725 – 9.19.88. Summary.

California Higher Education Policy Center (Fall, 1977). Shared Governance: An Elusive Goal.

WVMCCD Board of Trustees (1.21.88). Board Policy Regarding Shared Governance.

The concept of academic freedom, its rationale, privileges, sanctions and abuses will be explored and analyzed and the role that academic affairs has in the facilitation and monitoring of this concept.

### Readings:

Joughin, George Louis. *Academic Freedom and Tenure: Handbook of the American Association of University Professors.* Madison: University of Wisconsin Press, 1967.

## Topic 3: The Issues

The issues that drive, direct and/or cause other societal institutions to diverge and become involved in conflict are the same as those that interface with the community college. The focus of this topic is on some of these issues:

Out sourcing of Remedial and Developmental Education  
Institutional Effectiveness (Faculty Accountability)  
Diversity  
Affirmative Action  
Sexual Harassment  
Shared Governance

**CHOOSE YOUR OWN READINGS ON THE ABOVE ISSUES**

IX. *Course Requirements*

- A. Regular class attendance and active participation in class discussions, case resolutions and problem solutions.
- B. Read and critique each of the books (on reserve) or on the accompanying list.
- C. An original paper describing an academic problem or predicament related to one of the foci of the course, including an analysis of the axiom or principle involved. You should provide what you consider a proper course of action to resolve the problem. The paper should be no longer than twelve (12) double spaced type-written pages including the bibliography. You should have a total of at least 30 different citations. The pages should be stapled together in the upper left corner, no binder covers of any kind. **The paper is due Friday, June 2, 2006.**
- D. **Final Exercise, to be announced.**

X. *Determination of Final Grade*

Grades are computed by combining the letter grade on (1) the paper (75%) and (2) the critiques (12.5% each).

XI. *Miscellaneous*

- A. At the end of the course after all assignments are in, your papers and grades will be available Friday, July 16, 2006. Do not call and ask about them or your grades prior to that time. Do not send someone else to pick up your paper(s). Your paper will only be released to **you**.

**Grades are not given over the telephone.**

- B. Often a student will indicate that he/she will be attending a conference or feel committed to some other activity. In such cases, I do not provide excused absences. The student is responsible for his/her own decision.
- C. Please do not bring tape recorders to class.
- D. Call me at home **only** if you have an emergency.
- E. Only under extreme circumstances will the X-Grade (incomplete) be awarded.
- F. Please **do not bring cell phones, pagers and other such electronic items to class.**

BOOKS ON RESERVE

Brint, S. & Karabel, J. (1989). The Diverted Dream: Community Colleges and the Promise of Educational Opportunity in America, 1900-1985. New York: Oxford University Press.

Doutherty, K.J. (1994). The Contradictory College. Albany, N.Y.: State University of N.Y. Press.

Moore, William. *Behind the Open Door: Racism and Other Contradictions in the Community College*