

**Saint Louis University
School of Education
PhD in Higher Education Administration**

Spring 2019 Written Comprehensive Exam

Part A: Morning Question

INSTRUCTIONS: Please respond to the following question. Type your answer in **14 pt. Arial, double-spaced** and use **headings** to organize your response. Put your exam number and the words “Morning Question” at the top of each page. Be sure to **SAVE** often. You have 3 hours to answer the question.

You are Dean of Students at an American Jesuit institution. A model to its counterparts, the school has yielded success in recruiting and retaining traditionally marginalized populations, particularly African Americans, Latinos/ Latinas and Native Americans at a rate comparable to that of their representation in the general population. The 2018-2019 government shutdown, although resolved for three weeks, has been the longest shutdown in United States history, and has negatively influenced some of your graduate students, both current and prospective, in unanticipated ways. Graduate assistantship funding tied to faculty federal grants have not been dispersed in some cases. Specifically, federal research grants have not been awarded from the National Science Foundation, NASA, and the National Oceanic and Atmospheric Administration (“Government Shutdown Takes Toll on Higher Education,” Erin Miller, Jan. 21, 2019, WTKR News). This proves problematic in terms of retention of current graduate students, their well being, and the recruitment of prospective graduate students. You find that your own institution is experiencing similar challenges as that of Old Dominion University, where “applications for potential graduate assistants are ...piling up. The University doesn’t want to hire people until departments are guaranteed funding for next year” (Miller, 2019).

In addition, undergraduate students who need IRS information to correctly complete their FAFSA have been unable to retrieve this information for the IRS during the shutdown. Due to not having this information, Haley Church “worries she’ll have to drop out (or school) if the aid she receives is less than the original estimate” (“The Office Was Dark: Government Shutdown Delays Financial Aid for Some College Students” Monica Kast, Jan. 13, 2019, USA Today).

You are not the only administrator seeing challenges due to the shutdown. For instance, in a recent Chronicle of Higher Education article, provost and vice chancellor for academic affairs states “You’re delaying the hiring of research assistants, graduate students, and postdocs...At that point you start eating the seed corn for the next generation of scientists” (Ellis & Jackson, January 11, 2019, “*The Government Shutdown is Reaching Historic Territory. Here’s What It Means for Higher Ed.*”). In

addition, new funding, payment on existing grants, peer review or grants, and pending grant applications are all on hold (Ellis & Jackson, 2019).

In the meantime, the President of your university has announced that funds will be available for new programs beginning January 1 of 2019. You are eager to support affected students during this difficult time. Plan an initiative to support students affected by the government shutdown using the following questions as your primary guide:

Student Development: What strategies would you employ to assist affected students with shutdown related stressors? Consider students' racial, gender, citizenship status, ability, orientation and other intersecting identities that may exacerbate affected students' experiences. Use elements of student development theory to develop a support system you will seek to implement to facilitate student emotional and financial well-being.

Organization and Administration: What stakeholders would you seek collaboration with in the development of and implementation of the initiative? What role would these stakeholders play in the implantation of this initiative?

Finance: Describe areas of higher education finance that the government shutdown may influence. Offer strategies to address these based upon knowledge you have attained in your higher education finance training. How would your initiative be funded? What recommendations do you have on budgeting and paying for this initiative?

Law: Describe relevant legal considerations to keep in mind that inform your initiative.

History: Consider the historical underpinnings of the shutdowns impact upon effected students. In what ways can this historical context inform your explanation of the significance of your funding effort in terms of equity and access in higher education?

Spring 2019 Written Comprehensive Exam PART B: Afternoon Questions

INSTRUCTIONS: Please respond to **three (3)** of the following questions. Type your answers in **14 pt Arial, double-spaced** and use **headings** to organize your responses. Put your exam number at the top and number your responses using the question numbers below (e.g., B1, B2, B3, etc.). Be sure to **SAVE** often. You have 3 hours to answer your questions.

B1. The establishment of American Colleges in the 17th and 18th century relied on funds from individual wealthy donors and religious orders. During the 19th and 20th century, the funding of higher education shifted toward greater reliance on tuition based funding as well as increased funding from federal and state governments. In the late 20th and early 21st century, funding from large foundations and wealthy private donors has increased in importance to American Colleges and Universities.

Briefly discuss the lessons which can be learned from the influence that wealthy donors and religious orders had over the curriculum and programs in American Colleges in the 17th and 18th century and apply those lessons to benefits and risks associated with increasing donor influence over American Colleges and Universities in the 21st century.

B2. Financial pressures in American higher education have not yet abated after the economic crisis brought on by the recession of 2008. More than 10 years later, colleges and universities are facing changing student populations. Predictions suggest a drop in “traditional age” student enrollment of up to 15% in the next ten years and up to 25% after that. Because of this, colleges and universities are continually seeking new revenue streams. This is particularly true at tuition driven institutions.

- What factors might characterize institutions that weather this downturn without financial difficulty (public and private)?
- What cost containment and revenue producing approaches do you recommend for a private, tuition driven college or university?
- How might these same approaches work or not work in a public college or university?

Provide insights from the literature to support your positions where possible.

B3. Directions: Read the introduction below and complete the tasks that follow.

Introduction

The Gainful Employment (GE) rule is an Obama-era initiative that revokes federal funding and access to financial aid for poor-performing higher education institutions. That is, this rule seeks to hold for-profit institutions accountable for graduating students with poor job prospects and overwhelming debt. The rule also applies to certificate programs offered by non-profit or public 2- or 4-year institutions which must explicitly prepare students for gainful employment in a recognized occupation. Institutions are required to report employment data to the federal government and to make it available to the public.

In August 2018, the U.S. Department of Education announced a Notice of Proposed Rulemaking (NPRM) that proposes to rescind Gainful Employment (GE) regulations in order to provide useful, transparent higher education data to students and treat all institutions of higher education fairly regardless of their tax status (for-profit, non-profit, or public). That is, Secretary of Education Betsy DeVos is seeking to rescind the rule, thereby eradicating a significant accountability measure — the loss of federal aid — for schools (as identified above) that promise to prepare students for specific careers but fail to prepare them for the job market.

Tasks

1. Identify an institution type (public, non-profit, or for-profit) and complete the following tasks:
 - a. Describe the positive and negative outcomes for students that should be addressed by the gainful employment accountability measures.
 - b. Describe the positive and negative outcomes for campus leaders that should be addressed by the gainful employment accountability measures.
 - c. Describe the positive and negative outcomes for employers that should be addressed by the gainful employment accountability measures.
2. Using Birnbaum's Four Frames framework or Principal Agency Theory (PAT), describe in detail two strategies that the U.S. Department of Education should include in the next iteration of the rule to benefit all stakeholders (students, parents/guardians, campus leaders, employers) of the institution type you select.

B4 Increased incidents of academic dishonesty prompted the Dean of Students (your supervisor) to ask you to form an Academic Dishonesty Intervention Task Force (ADITF). As the Director for Student Conduct, you will head this committee. The purpose of the committee will be to gather

information from members of the campus community regarding acts of plagiarism and academic dishonesty, an issue that is becoming more and more prevalent in the higher education environment today. The group will meet approximately twice a month. The goal of the group is to address this concern from a developmental framework. Please provide three (3) Student Development Theories that will guide your work as a Task Force. Give an overview of each theory, including stages/phases, and provide a rationale of why this theory provides support for the new ADITF.

B5. At the University of North Carolina at Chapel Hill, you will find (or would have found) a bronze statue called “Silent Sam.” The statue depicted a soldier who grips a rifle but carries no cartridge box on this belt, leaving him unable to fire the weapon (hence the “silent” part of his name). To an outsider seeing the monument for the first time, an eight-foot soldier on a nine-foot pedestal looks odd guarding the tranquil main entrance to campus. But the soldier appears to be at peace, casting a thousand-yard gaze, oblivious to the controversy that rages around him. (Taken from a story from the Chronicle of Education)

Some have argued over the years that the presence of a Confederate tribute, right at the entry point of campus, made them feel unwelcome, even unsafe. But the statue proved resilient. Others have said it represents the heritage of the school, the town, the South. It was made by an artist. It is a piece of art. As such, the artist and the art itself, has free speech rights.

There are many monuments on any and every campus across the United States. Two of your faculty have submitted pieces to your university committee which is to determine which of the two pieces will be placed at your local (fictional of course) university. Piece 1. A painting by a faculty artist who was inspired by the civil unrest in your city in recent years wherein the artist displays the unrest by protesters clashing with police who each have “pig” faces. Piece 2. A painting by a different faculty artist who was inspired by the newly publicized history of the university which depicts the history of slavery within the university.

Discuss issues of university polices, public and private differences, freedom of speech, academic freedom, faculty – employment issues, and any other policies discussions that you deem relevant to legal questions.