

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

Spring 2016 Written Comprehensive Exam

PART A: Morning Question

INSTRUCTIONS: Please respond to the following question. Type your answer in **14 pt Arial, double-spaced**. 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 the President of a private, sectarian, research university located in the urban area of a major Midwestern city. A review of the racial demographics of the city and state in which it is located demonstrates that 15% of the state population and 50% of the city population is African American. Your university, which prides itself on its mission of promoting social justice and instilling a sense of service to others, has less than a 5% African American undergraduate enrollment. You are determined to increase African American enrollment in order to promote social justice as well as to create a diverse student body. Please prepare a plan which you will present to the Board of Trustees of the university to accomplish your goal of increasing African American enrollment in the university to 15% of the undergraduate student population not later than 2020.

In this regard, your plan should include:

1. A discussion of the history of racial diversity, or lack thereof, in higher education in the U.S.
2. A discussion of student development theory as it relates to the benefits of diversity in undergraduate education programs. You should include a discussion of student development research, citing relevant theorists, on the benefits of racial diversity in undergraduate education.

(continued on next page...)

3. The financial implications relating to scholarship and student personnel support necessary to accommodate a more racially diverse student body.
4. Organizational changes, including changes to the admission process and standards, which you would recommend to admit a more racially diverse student body and to promote the needs of a more racially diverse student body.
5. A discussion of the applicable U.S. Constitutional and statutory authority as well as major U.S. Supreme Court cases which may limit your ability to implement changes to your admission process which are intended to increase African American enrollment.

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PART B: Afternoon Questions

INSTRUCTIONS: Please respond to **three (3)** of the following questions Type your answers in **14 pt Arial, double-spaced**. Put your exam number at the top and number your responses using the question numbers below (e.g., 1B, 2B, 3B, etc.). Be sure to **SAVE** often. You have 3 hours to answer your questions.

1B. In Chapter 10 of *The American College and University: A History*, Rudolph (1990) discusses “Jacksonian Democracy and the Colleges” and asserts that the 1828 election of Andrew Jackson as President of the United States resulted in “a war on privilege on artificial or accidental advantage” (p. 202). In that chapter, Rudolph notes on page 212:

“The height of the Jacksonian movement was probably a historic low in legislative generosity to the colleges. The Jacksonians were not hostile to vigorous state governments, but they did object to using the people’s money for institutions of privilege.”

Please discuss how this “war on privilege” is manifested in today’s higher education environment in terms of (1) current state financial support for higher education institutions as well as (2) the movement on today’s college campuses to demand a more racially and economically diverse and inclusive student body.

2B. Building balanced college/university budgets continues to be more and more challenging as the prospective student market demographics change and the public’s outcome expectations of higher education become more demanding. Describe the funding levers (tools) available for states to employ to help colleges and universities satisfy the desire for accountability (i.e., to provide the public good quality education that is accessible and affordable, and where the outcome of finding employment and increased overall well-being is realized), and describe the financial impact those levers (tools) have on colleges and universities.

3B. The following is a quote from *University News*, October 2, 2015, by Fred P. Pestello, President, Saint Louis University regarding Occupy SLU Anniversary...

On Oct. 8 [2014], the son of longtime employee VonDerrit Myers, Sr., was killed in a police-involved shooting in the Shaw neighborhood. Just a few months earlier, Von and his facilities co-workers helped Fran and me move into our new home.

The shooting precipitated several nights of vigils and protests. These activities culminated with a march toward the SLU campus during the overnight hours of Oct. 13. The protesters, many of whom were our students, walked north on Grand Boulevard and turned on to our campus. They stopped at the Clock Tower, where Von spoke about his loss. Other protesters talked about racial injustice and economic isolation. By morning, approximately two-dozen young people, SLU students and their allies, had pitched tents, tables and chairs.

Reaction to what protest organizers called “Occupy SLU” was immediate and intense. Conveyed by email, phone calls and social media, the response covered the entire range of feelings and emotions. University staff and I heard from some who were confused, puzzled or curious; others were angry, enraged or fearful; yet others were supportive, pleased or encouraged; and some were simply hateful. We received strong encouragement to let the encampment proceed. We also received impassioned calls to end it swiftly — and forcefully. In all my years as a university administrator, I had never faced such a divisive, difficult situation, and I know that many of you here on campus felt the same.

After reading the quote above, please answer the following three (3) questions:

(1) According to Birnbaum and other authors of readings in your Organization and Administration in Higher Education course, what type of organizational structure best aligns with what SLU President Dr. Pestello implies in his statement? Define and explain this structure. Provide examples of how the President and campus community did respond or could have responded based on the organizational structure you defined.

(2) Describe two other types of organizational structures and explain how the administrators and campus community in each structure might have responded to the same type of situation on their own campuses.

(Question 3B is continued on next page...)

(3) Compare and contrast the three types of organizational structures defined in (1) and (2) above. How are they alike? How are they different?

4B. Emphasis on the development of multicultural competence for college students engaged in a global society has never been more pressing and relevant in higher education. In the aftermath of on-campus bias-related incidents, you have been called to leadership to construct an educational approach to promote diversity and inclusions that will occur outside of the traditional classroom setting. Please identify and describe at least two student development theories that will most directly guide the framework of your curriculum. Describe the theories and how they will support and intersect with the defined educational goals to promote diversity and inclusion.

5B. Within Higher Education there are many legal concepts which help guide decision making within an Institution. Please choose three from the list of legal concepts listed below. Satisfactory scores will be demonstrated through detailed explanation of the topics chosen.

- judicial deference and higher education
- affirmative action in admissions
- boundaries of academic freedom within teaching
- legal status of students as they relate to decisions of the institution
- student disciplinary issues (internal and external to the institution)
- tenure v. employment at will status for faculty

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You are the new President of a public research university located in a city on the west coast of the United States. Shortly following your arrival you are made aware of complaints from current students and alumni with disabilities. You are determined to address these concerns in an effort to promote social justice, as well as to cultivate a multifaceted student body. Prepare a plan in which you present to the university Board of Trustees your goal of improving the experiences of students with disabilities by 2020. In this regard, your plan should include:

1. A discussion of the history of rights related those with disabilities, or lack thereof, in higher education in the U.S.
2. A discussion of student development theory as it relates to the benefits of diversity in undergraduate education programs. You should include a discussion of student development research, citing relevant theorists, on the benefits of varied forms of diversity in undergraduate education.
3. The financial implications relating to scholarship and student personnel support necessary to accommodate students with disabilities.
4. Organizational changes, including changes to the admission process and standards, which you would recommend to recruit and admit a diverse student body, including students with disabilities.
5. A discussion of applicable U.S. Constitutional and statutory authority, as well as major U.S. Supreme Court cases relevant to this case.

Saint Louis University
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PART B: Afternoon Questions

INSTRUCTIONS: Please respond to **three (3)** of the following questions. Type your answers in **14 pt Arial, double-spaced**. Put your exam number at the top and number your responses using the question numbers below (e.g., 1B, 2B, 3B, etc.). Be sure to **SAVE often**. You have 3 hours to answer your questions.

1B. Frederick Rudolph wrote *The American College & University: A History* (1962). In his closing chapter: An American Consensus, on page 481, he concluded his book with a statement that the motto of the University of Chicago included in President Hutchins' statement: "Let knowledge grow from more to more, and thus human life be enriched." Rudolph reports that this motto had become the American consensus. "By mid-twentieth century, this motto had become the motto of all American higher education...Knowledge itself was an elusive concept...and enrichment of life was also open to a variety of understandings." "Every American was free to write his own definition of both knowledge and enrichment, but no definition would avoid a fundamental attachment to the American consensus."

In the fifty years since Rudolph concluded his book with this statement, what do you believe is the current consensus about the growth of knowledge and the enrichment of life and the role that institutions of higher education play in advancing that consensus?

2B. As higher education becomes more consumer-driven, focusing on student learning outcomes and the ability to increase a student's job marketability/or earning potential, universities of all types are called to be more deliberate and strategic about their use of resources. Discuss three common budget models employed by universities, their advantages and disadvantages, and how they provide a fiscally responsible framework for universities.

3B. In *How Colleges Work*, Birnbaum describes five types of organizational structures. Develop a plan for a new institution of higher education utilizing the most effective characteristics, in your opinion, provided by Birnbaum. Describe the organizational structure of your new institution including areas of control, influence, communication, and decision-making. Thoroughly explain your plan with a detailed rationale.

4B. You are the Dean of Students at a private university. According to the Vice President of Enrollment Management the university's first year class is comprised of 30% first generation students. That number has consistently increased in the past few years. You are asked by your supervisor, the Vice President of Student Affairs, to draft a statement on student workshop suggestions that prioritizes the developmental needs of this student cohort. In your draft include the following: 1. a description of two student developmental theories; 2. how these theories apply to a student cohort who has no social capital to draw upon as first generation students and 3. two workshop ideas that are based on the developmental theories chosen.

5B. A University of Chicago Dean of Students told incoming freshmen in a letter what they should expect on campus.

"Our commitment to academic freedom means that we do not support so-called 'trigger warnings,' we do not cancel invited speakers because their topics might prove controversial, and we do not condone the creation of intellectual 'safe spaces' where individuals can retreat from ideas and perspectives at odds with their own," the letter said.

An article discussing the letter then defined several terms.

Trigger warnings are used to alert students of sensitive material that might be uncomfortable, offensive or traumatic to them, such as discussions about race and sexual assault. Safe spaces are designed to shelter students from certain speakers and topics, have become more common and controversial on campuses across the country.

Use your knowledge of legal concepts within Higher Education to discuss the area(s) this letter/article is touching on. Your writing may include topics such as, but are not limited to, boundaries of academic freedom within teaching, the legal status of students and faculty as they relate to decisions of the institution, tenure and non-tenure employment status, and judicial deference and higher education.

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In this current economy many small to moderate liberal arts colleges are struggling financially to stay open. Martin College, located 30 miles from a large metropolitan area, with a student body population of 3500, is no exception with its slim income to expense ratio. Although Martin College is not operating at a financial deficit, any new major initiatives need to reflect potential financial gain. The leadership team is aware of the challenges that faces Martin College, and is committed to leading Martin College so that it is solvent for the next 100 years. It has a history of educating a diverse student body, but is noticing that in the past five years a large number of students are transferring to other colleges. The primary reasons students are transferring are as follows: financial reasons, lack of scholarships, lack of internship opportunities, and career development.

As the Vice President of Academic Affairs you were part of the development of Martin College’s recent strategic plan. One of the initiatives of the strategic plan was for Martin College to be a national pillar of academic excellence. You are charged with developing an action plan that would ensure student persistence at Martin College.

Create **three (3) action steps** that would increase the persistence rate of students at Martin College. Support your actions steps with a rationale that includes the following areas:

1. A historical context for enrollment, recruitment, and retention measures on a global, international scale;
2. Budget considerations for the retention efforts to help students persist. Include recommendations regarding budget adjustments, fundraising, and role of the Board of Trustees;
3. The developmental needs of both the domestic and international students, and what programs and services that would be necessary to ensure the academic and personal successes of the students;
4. The legal considerations inherent in retention efforts that affect both the college and the primary stakeholders of the college.

Your proposal needs to have a focus that is well developed, organized, and maintains a scholarly tone. Include appropriate support from the literature on history of higher education, finance, organization and administration, student development theory, and law in higher education.

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PART B: Afternoon Questions

INSTRUCTIONS: Please respond to **three (3)** of the following questions
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1B. We have seen a movement in many states to reduce funding to public higher education and to propose the elimination of tenure for faculty. This has recently led Governor Walker in Wisconsin to dramatically cut back funding to the University of Wisconsin system and to propose the elimination of faculty tenure.

Rudolph in *the American College & University, a History*, devoted a chapter to “Progressivism and the Universities” and included a long discussion of the “Wisconsin Idea” (p. 363). What is the “Wisconsin Idea” and how is it challenged by recent developments in that state?

2B. As higher education becomes more consumer-driven, focusing on student learning outcomes and the ability to increase a student’s job marketability/or earning potential, universities of all types are called to be more deliberate and strategic about their use of resources. Discuss three common budget models employed by universities, their advantages and disadvantages, and how they provide a fiscally responsible framework for universities.

3B. How does the type of postsecondary education institution affect the retention of students? List and define the types of organizational structures addressed by Birnbaum and others in your Organization and Administration in Higher Education course. Describe each organizational structures, the qualities and traits of leadership required for institutions with each structure, and the impact of the structure on retention of students. Please provide examples and support your response.

4B You are applying for a professional position in Student Affairs. In the interview process, the interviewer introduces an opportunity in the role to collaborate with faculty in a liberal arts discipline to develop a co-curricular living learning program. You will be charged to co-construct learning outcomes and resulting program design. You, of course, want to have your contributions informed by student development theory. Please detail one key theorist representing cognitive development and one key theorist representing psychosocial development, and how their theories can contribute to and frame the development of a robust living learning program resulting in student learning. Describe the theories, how they support the opportunities inherent in a living learning program, and how they may intersect with the views and educational goals of the faculty member with whom you will work.

5B. Within Higher Education there are many forms of liability which can arise for individual and institution. Please choose three vocabulary words from the

list to discuss. Satisfactory scores will be demonstrated through detailed explanation of the topics chosen and how liability could attach individually and/or at the institution level for each.

- Respondeat Superior
- Negligence
- Defamation
- At-will doctrine
- Disparate treatment v. disparate impact cases
- Hostile work environment v. quid pro quo
- BFOQ

**Saint Louis University
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During Fall 2014, amidst unrest in Ferguson, Missouri, SLU students had the opportunity to witness activism in "their own backyard." Student, local, and national activists camped at the campus clock tower, participated in peaceful demonstrations, and publicly spoke to large audiences on racism and class as it related to the events in Ferguson. Drawing upon material learned within the Higher Education Program and reflection upon the local and campus events that unfolded as a result of Ferguson, answer the following questions:

How did the university's response to student activism support or counter relevant elements of student development theory?

What national historic background might have informed university decision making in terms of its response?

What legal considerations might have informed the university's response?

What organizational and administrative issues of the university might have

informed university decision making in terms of its response?

What financial implications/ ramifications might emerge from national attention due to the student activism?

Support your answers with relevant literature.

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1B. Rudolph (1990) states that in 1783, twelve year old Lucinda Foote was examined for admission to Yale and was found to be “fully qualified, except in regard to sex, to be received as a pupil of the Freshman class” (p. 307).

Please discuss the historical progression in American higher education which led to women now outnumbering men as students in post-secondary education. Also discuss academic (as opposed to legal) challenges which continue to confront higher education institutions with regard to women as students and faculty members.

2B. As the higher education financial landscapes continues to change, with more of a focus on access and affordability, discuss the challenges that the different types (private research, public 2 year, and public 4 year) of institutions face and competitive advantages they have when considering their approach/strategy to address issues of access and affordability for their students.

3B. You are the chair of a five-member task force on Community Engagement for an international higher education association. The goal of the task force is to develop an action plan for the association. The task force is comprised of five postsecondary education administrators (Vice Presidents) from the following types of institutions: 1) large research university, 2) medium size rural community college, 3) large public urban university, 4) small private not-for-profit college, and 5) large for-profit online university. In an effort to get to know the members and to move forward with the assigned tasks, you ask each member to describe the key organizational structure existing in his or her institution. Provide the types of organizational structures indicated by each administrator as addressed by Birnbaum and others in your Organization and

Administration in Higher Education course. Describe the organizational structure and the qualities and traits of leadership required for each of type of institution. Please support your response.

4B Racial incidents, hate crimes, and student protests have been occurring on college campuses throughout the United States. As the Dean of Students of a small private university in the Midwest (3000 students), you have been asked to form a Behavior Response Team (BRT). The purpose of the committee will be to continually gather data from members of the campus community regarding these incidents and form action plans when necessary in an effort to avoid the large-scale acts of violence becoming more and more prevalent in the higher education environment today. Please provide three (3) Student Development Theories (including at least one cognitive theory and one psychosocial theory) that will guide your work as a team. Be specific in defining and explaining each theory, including type of theory, stages/phases, and provide a rationale of why this theory provides support for the new BRT.

5B. In Higher Education faculty and staff must interact with local and federal regulations in order to assure compliance by the university. Please discuss and explain in detail the roles faculty and staff have with the following local and federal regulation policies. Please choose three (3) from the list to discuss. Satisfactory scores will be demonstrated through detailed explanation of the topics chosen.

- IRB (Institutional Review Boards)
- Copyright/Patent/Trademark
- Immigration and student Visa concerns
- Higher Education Act and GI Bill
- Title IX
- Title VII

**Saint Louis University
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Fall 2014 Written Comprehensive Exam

PART A: Morning Question

INSTRUCTIONS: Please respond to the following question. Type your answer in **14 pt Arial, double-spaced**. 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 the President of a major research university. You are concerned with the apparent growth in the number of sexual assaults, or the growth in the willingness of students to report sexual assaults, which involve college students both on and off campus. You want to develop a program to present to the Board of Trustees of your university which will educate students about the dangers of sexual assaults; prevent and eliminate sexual assaults; protect students from sexual assaults; develop effective administrative methods for helping victims of sexual assault to recover from the physical and emotional trauma of the assault; and develop effective administrative policies to adjudicate allegations of sexual assault which will protect the victim while at the same time providing due process to the accused.

Develop a plan you will propose to the Board of Trustees to accomplish these goals. In developing your plan make sure to address the following issues: (1) the historical development of the legal relationship between colleges and students concerning students' physical well-being and the

legal control which colleges can exercise over students (2) the legal duty of colleges under federal Title IX to deter/prevent sexual assault, protect the victims of sexual assault, and adjudicate and punish perpetrators of sexual assault which occur on campus; (3) organizational and administrative changes which you will recommend to prevent/deter sexual assault and to investigate, adjudicate and punish perpetrators of sexual violence as well as organizational and administrative changes necessary to help victims of sexual violence recover physically and emotionally from the violence; (4) the financial implications of your plan, including its cost and where you will find money in the budget to cover the cost, and if reallocating funds to finance the program, describe the method you will use to determine where cuts will be made to fund the program; and (5) student development theory issues related to the intellectual and emotional growth and behavior of students who are 18-22 years of age which may be relevant to the issue of personal behavior, especially as it relates to the ability to control emotions/behavior/responsibility. Please provide support from the literature for your response.

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PART B: Afternoon Questions

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1B. During the 17th and 18th century, American higher education institutions were founded by religious orders or denominations. In 1785 Georgia became the first college established by a state. Most states followed Georgia's lead and subsequently established their own state chartered and financed colleges and universities. During the mid-19th century the federal government began to provide financial support for institutions of higher education or their students.

Please list five (5) federal governmental Acts or programs which provided support for institutions of higher education or their students and discuss the purpose of each Act or program.

2B. Assuming that their bioscience funding would continue, the University of Virginia overbuilt its research labs. Yet now they are faced with a decrease in NIH (National Institutes of Health) funding and thus have had to cut hundreds of research positions. They now receive 20% less funding from NIH than in years prior. Their newly built space now goes unutilized. The university has thus far addressed the issue of decreased funding by increasing tuition. What might be the draw backs of this decision? What other options exist in terms of the lost research positions, decreased funding, and underutilized space? Draw upon knowledge learned from the Finance course to offer alternatives.

3B. In Birnbaum’s “How Colleges Work” text, he states: “Although it is tempting to consider a college or university, in view of its corporate existence, as being comparable in many ways to a business corporation, the differences between the two are striking (p. 28).”

Please discuss at least five (5) ways from a governmental, management, employment, and administrative nature that non-profit colleges and universities are different from business corporations

4B College students develop at their own paces. One size (theory) does not fit all. Select two (2) of the cognitive or psychosocial student development theories below and apply them to one (1) of today’s college students within the context of a college environment. You will apply both theories to the same student. Please be specific in a) defining and explaining each **theory** (including type of theory), b) describing the demographics and characteristics of the **student**, and c) describing the college **environment** to which you are applying the theory. Provide support for your answer.

- Perry’s Theory of Intellectual and Ethical Development
- Kohlberg’s Theory of Moral Development
- King & Kitchener’s Reflective Judgment Model
- Chickering’s Theory of Identity Development
- Josselson’s Theory of Identity Development in Women
- Sclossberg’s Transition Theory

5B. Much of what occurs within higher education is impacted in some way by legal principles. Pick three (3) of the legal principles that are listed below and discuss the principle and how it has impacted higher education (institution, faculty, staff and students).

- Risk management principles and strategies
- Master/Servant principles
- Internal/external sources of governance and influence
- Negligence and Tort Liabilities
- Title IX
- Power structure and power division between president/trustees/deans/faculty/staff
- The public – private dichotomy as it relates to a faculty members relationship with the university
- Academic Freedom and Freedom of Expression

Saint Louis University
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Spring 2014 Written Comprehensive Exam

PART A: Morning Question

INSTRUCTIONS: Please respond to the following question Type your answer in **14 pt Arial, double-spaced**. You have 3 hours to answer the question.

You are the Vice President for Enrollment Management at a private four-year institution located in the Midwest. Last summer, your President attended a national College and University President's meeting during which the following "hot" topics were addressed: 1) equal access to higher education; 2) distance education; 3) diversity in higher education, particularly with focus on first-generation students from rural areas; and 4) college affordability and indebtedness. Upon her return, your President asked you to work with your fellow Vice Presidents at the institution (i.e., VP for Student Affairs, VP for Academic Affairs, VP for Finance and Administration, and VP for Fundraising and Development) to determine the impact these topics have on each division, then together develop a plan of action for the institution addressing these topics. In May, you will present your recommended institutional plan to the President.

Please develop your presentation to the President. Your presentation must cover the following areas as they relate to the four "hot" topics:

- A. A brief description of the history of enrollment and funding of colleges and universities in the United States.
- B. The plan of action including budget recommendations (i.e., what to reduce, what to eliminate, what to add, what to enhance); how these recommendations support and impact the institutional mission and governance issues related to positions, wages or fringe benefits and the additional and/or elimination of programs or departments within the university; and how these recommendations will be assessed. Be sure to discuss the roles of the Trustees, administration, faculty, and fundraising/development in the proposed plan.
- C. A discussion of how this plan of action will impact students and their growth and development.
- D. Legal issues which may impact the university's ability to make these institutional changes.

Your presentation should be well organized, cover the above areas, and include specific recommendations concerning the budget, organization and administration, student development, and legal issues. Please provide support from the literature.

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PART B: Afternoon Questions

INSTRUCTIONS: Please respond to **three (3)** of the following questions. Type your answers in **14 pt Arial, double-spaced**. Number your responses using the question numbers below (e.g., 1B, 2B, 3B, etc.). You have 3 hours to answer your questions.

1B. The Morrill Federal Land Grant Act of 1862 and the Morrill Act of 1890 represented the first time that the U.S. federal government provided funding for higher education. Please discuss the following regarding each Act.

- A. The Act's purpose;
- B. The funding mechanism; and
- C. The types of colleges that were created or benefited by the Act.

2B. During the Fall of 2013, the U.S. government experienced a shutdown, affecting various aspects of higher education. Discuss how the government shut down impacted post-secondary institutions financially and its students. Apply what you have learned on the topic of financial administration in higher education in your explanation of how colleges and universities might prepare for similar financial crises or setbacks in the future.

3B. Elaborate on the roles presidents, provosts and deans play on college and university campuses. Place your answer to this question in the context of at least one of the kinds of institutions of higher education that Birnbaum describes in *How Colleges Work*.

4B. One population often overlooked is the second-year traditional age college student. Like all students, these students develop cognitively, socially, and emotionally during their college experience; and, like all students, they have multiple identities.

- A. Identify and describe four (4) student development theories: one cognitive theory, one psychosocial theory, and two identity development theories.
- B. Indicate how each theory can be applied to second-year traditional age students in the college setting.
- C. Use specific examples and support your response from the literature.

5B. Much of what occurs within higher education is impacted in some way by legal principles. Select three (3) of the legal principles listed below and discuss the principle and how it has impacted higher education (institution, faculty, staff and students).

- The at-will doctrine
- Agency law
- The public – private dichotomy within institutional governance
- Collective bargaining
- Academic freedom
- Academic deference
- Accrediting agencies/athletic associations

Saint Louis University
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Doctorate in Higher Education Administration

Fall 2013 Written Comprehensive Exam

Morning Question

INSTRUCTIONS: Please respond to the following question. Type your answers in **14 pt Arial, double-spaced**. You have 3 hours to answer your question.

College enrollment in 2012 declined by nearly a half million students compared to a year earlier, according to new figures released by the U.S. Census Bureau, with students over the age of 25 leading the miniature exodus from higher learning. Enrollment at colleges and universities among students aged 25 and older dropped by 419,000 last year, while enrollment among younger students dropped at about a tenth of that rate... Among the groups that bucked the trend in the past year were Hispanic [students]... increase from 11 percent of the college student population to 17 percent...and black students [slight rise to] 15 percent....(NBC News, July 10, 2013).

Various national issues have arisen in the higher education arena during the past few years resulting in these enrollment trends.

- Identify three (3) key issues and discuss how each is being framed and addressed.
- Was there a significant event that led to the issue?
- What was the outcome or potential outcome of each issue?
- What action can higher education administrators take to address this latest enrollment trend?

Provide support for your answer based on what you learned in your courses about higher education history, law, finance, organization and administration, and student development theory.

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Fall 2013 Written Comprehensive Exam

Afternoon Questions

INSTRUCTIONS: Please respond to **three (3)** of the following questions Type your answers in **14 pt Arial, double-spaced**. You have 3 hours to answer your questions.

1. You are a senior budget manager at a large public university on the west coast. You are preparing to retire and have the opportunity to assist in the training of the individual who will replace you once your retirement begins in the coming weeks. What are some internal and external cost concerns common among many institutions of higher learning that you will share with the new recruit to assist her on her journey as the new budget manager? What societal, both national and international, issues exist that compound these concerns? What advice would you give in handling budget pitfalls and fluctuations? Describe other useful advice you will share as you depart for your new life of retirement.
2. In 1888, President Francis L. Patton of Princeton famously stated: "College administration is a business in which the trustees are the partners, professors are the salesmen and students are the customers."

Dr. Frederick Rudolph, in his book *The American College and University: A History*, stated that this view led "governing boards to think of themselves as the preservers of college virtue and to look upon the professors as a band of invaders (p. 161)."

It can be argued that this attitude prevails today on many campuses. With this in mind, please describe the importance of the following documents and how they govern or apply to faculty/administration relationships within the American college and university system.

- a. 1940 Statement of Principles on Academic Freedom and Tenure (Note: jointly drafted and adopted in 1940 by the American Association of University Professors (AAUP) and by the Association of American Colleges, now the Association of American Colleges and Universities).
- b. Statement on Government of Colleges and Universities (Note: jointly formulated and adopted in 1966-67 by the American Association of University Professors (AAUP), the American Council on Education (ACE), and the Association of Governing Boards of Universities and Colleges (AGB).

3. In terms of the organizational structure and administrative configuration of a college or university, what key indicators must be evident in order to substantiate that the president of that college or university is successful in his or her capacity as the leader? How does the type of institution (reference Carnegie Classification) impact the determination of success for the president as leader?
4. Explain in detail the following student development theories and apply each theory to a specific practice/student population/student experience in student personnel administration, connecting the theories with a common theme:
 - a. Perry's Cognitive Theory of Student Development
 - b. Gilligan's Moral Development Theory
 - c. Josselson's Theory of Identity Formation of Women
 - d. Schlossberg's Theory of Marginality and Mattering
5. Discuss three legal theories, which have been used by the courts and/or authors to describe the relationships between university/colleges and their students.

**Saint Louis University
Department of Education
Doctorate in Higher Education**

Spring 2013 Written Comprehensive Exam

Morning Question

INSTRUCTIONS: Please respond to the following questions Type your answer in **14 pt Arial, double-spaced**. You have 3 hours to answer the question.

You have just completed your course work for a Ph.D. in Higher Education Administration. That course work included five required core courses (History, Law, Student Development Theory, Finance, and Organization and Administration) What were the three most important things you learned in each of these courses and how will you use that knowledge in the future as a higher education administrator? Please organize your answer by specific course and support your response with references to the appropriate sources.

**Saint Louis University
Department of Education
Doctorate in Higher Education**

Spring 2013 Written Comprehensive Exam

Afternoon Questions

INSTRUCTIONS: Please respond to three (3) of the following questions Type your answers in **14 pt Arial, double-spaced**. You have 3 hours to answer your questions.

- 1) Building balanced college/university budgets continues to be more and more problematic. The president just asked you to chair the university's budget committee. What process will you follow to build a balanced budget? Who will serve on your budget committee in order to decide budget priorities? What key income and expenditure lines will prove to be most crucial to the committee in building this balanced budget? If, after grueling budget meetings, the draft remains unbalanced by a margin of at least \$5 million, why will you or why will you not recommend across the board cuts to balance the budget?
- 2) Why is Birnbaum's Book, *How Colleges Work*, a must read for the serious student of American higher education? Along with this book, identify three other works of equal value in helping one to understand the organization and administration of American higher education today. Make certain to justify your reasons for including these works.
- 3) The funding of higher education in American was traditionally viewed as the responsibility of states, for public colleges, and the responsibility of religious or private not-for-profit organizations, for private colleges. This began to change with the first Morrill Act of 1862 and the second Morrill Act of 1890. The federal financing of college programs accelerated after World War II.

Please trace the history of federal funding of American higher education from the end of World War II to the present. Be sure to discuss the major legislative enactments, which have provided direct and indirect funds to students as well as federal programs, which provide funds to colleges.

- 4) Explain in detail the following student development theories and apply each theory to a specific practice/student population/student experience in student personnel administration.

- a. Gilligan's Moral Development Theory
- b. Baxter-Magolda's Model of Epistemological Reflection
- c. Schlossberg's Transition Theory
- d. Belenky, et al. Women's Identity Development Theory

5) Law Question to come

**Saint Louis University
Department of Education
Doctorate in Higher Education**

Fall 2012 Written Comprehensive Exam

Morning Question

INSTRUCTIONS: Please respond to the following questions Type your answer in **14 pt Arial, double-spaced**. You have 3 hours to answer the question.

You, as President of ***Midwestern Private Jesuit University***, have just met with the Chair of your Board of Trustees to plan the agenda for the Board's annual retreat. Without your knowledge, the Chair of the Board had polled key members of the Board in preparation for this meeting with you. As a sub-set of the Board, they had agreed among themselves that the annual retreat should focus on tenure and whether or not the university should continue to award tenure and whether new faculty should be hired on "tenure lines." You, yourself, have been a staunch advocate for maintaining tenure, and you also have believed that unless the better institutions led this charge, then those who chose to do so would find themselves in uncharted waters for all kinds of reasons.

Nonetheless, you realize that it is incumbent upon you to put together an agenda that starts with the tenure issue and you need to do so in an objective kind of way: on one hand, making the case for tenure; and on the other hand, making the case against tenure. Knowing that your Board is dominated by business types, you need to make the cases predicated on data and references to authorities. You also need to place this in the context of institutional momentum, morale, and the bottom line.

Whom would you involve in preparing for this retreat and what are the cases you would make? There is the expectation that you will make a recommendation and your own future may be at stake. Among other things, be sure to answer this question in the context of academic freedom, organization and governance, legal issues, finance, history, ethics, and student affairs/development related matters.

**Saint Louis University
Department of Education
Doctorate in Higher Education**

Fall 2012 Written Comprehensive Exam

Afternoon Questions

INSTRUCTIONS: Please respond to three (3) of the following questions. Type your answers in **14 pt Arial, double-spaced**. You have 3 hours to answer your questions.

1. Birnbaum, in *How Colleges Work*, outlines five (5) very different kinds of institutions of higher learning. Each demands a different kind of leadership. Outline the qualities and traits of leadership required for each of these kinds of institutions. Indicate which you prefer and state the reasons for this.

2. Identify five (5) significant events in the history of higher education in America and discuss how those events changed the course of higher education and describe the continuing impact those events have on current higher education policy.

3. The United States Supreme Court has recently decided to hear arguments in the *Fisher v. University of Texas at Austin* case. Specifically, the Court will decide whether the University of Texas at Austin's use of race in undergraduate admissions decisions is lawful under the 2003 case of *Grutter v. Bollinger*.

A brief recitation of the facts are that Petitioner Abigail Fisher, a White female, applied for undergraduate admission to the University of Texas at Austin ("UT") in 2008. Petitioner was not entitled to automatic admission under Texas's Top Ten Percent Law ("Top 10% Law"). She instead competed for admission against other non-Top 10% in-state applicants under a system in which UT expressly considered race in order to increase enrollment of Hispanic and African-American applicants. Although Petitioner's academic credentials exceeded those of many admitted minority candidates, UT denied her application. Having "suffered an injury that falls squarely within the language and spirit of the Constitution's guarantee of equal protection," *Grutter v. Bollinger*, 539 U.S. 306, 327 (2003) (quotation omitted), Petitioner filed this lawsuit. The case before the Supreme Court now is over whether the University of Texas is exceeding the right to consider race and ethnicity granted by the 2003 decision.

Please discuss affirmative action; how it has evolved over time within the context of admissions in higher education settings, and what, if any, impacts you see happening if *Grutter v. Bollinger* is overturned by the Court.

4. Financial stress is common on campuses across the country. When budgets are being constructed, there are huge financial gaps to close in order to balance the budget. Identify at least ten (10) strategies you would employ in order to balance the budget. Remember that you may not cut across the board.

5. Identify and describe three (3) student development theories: one cognitive theory, one psychosocial theory, and one typology theory. Indicate how each theory can be applied to nontraditional students in the college setting. Use specific examples and support your response.

Saint Louis University

College of Education and Public Service Department of Educational Leadership and Higher Education Spring 2011

Written Comprehensive Exam

Morning Question

You are the President of a private, sectarian, Carnegie Research High classified university located in urban area of a major Midwestern city. You are concerned that the university has become academically stagnant. Degree and certificate programs have multiplied over the past fifty years. Many of these programs now have few students, do not offer graduate degrees, and have large numbers of faculty whose research is of limited value and who also fail to generate significant amounts of external funding and grants.

You believe that the university can be “right sized” by eliminating costly programs which have limited value to the university and the funding saved can be redeployed to more profitable and academically more rigorous programs.

A review of university programs conducted on your behalf by the Academic Vice President indicates that the following programs should be eliminated:

Classical Humanities

Greek and Latin Language and Literature

Russian Language and Studies

Art History

German Studies

Studio Art

Music Theater

Arts

Communication

Medieval and Renaissance Studies

Ibero-American Studies

Prepare a report to the Board of Trustees which justifies your decision to eliminate these programs. Include in your presentation the following areas:

1. A brief discussion of the historical development of the modern American university;

2. Organization and Administration issues that may be impacted by the elimination of these programs;
3. Why you believe that the elimination of these programs will not negatively impact student development with references to the appropriate student development theorists;
4. Legal issues which may arise as a result of the elimination of these programs;
5. Suggestions for the redeployment of the money saved by the elimination of these programs; and
6. Present your vision of what it means to be a modern American university which is relevant to social and economic issues in the 21st century.

SAMPLE (PAST) COMPREHENSIVE QUESTION: FINANCE IN HIGHER EDUCATION

(Spring 2011) You are Chair of the University's Budget Committee at IOU. You and your colleagues have worked determinedly to balance the budget. Despite all the conscientious work done to date, the budget remains unbalanced by \$5 million. Tuition has already been increased by 6% and salary increases for faculty and staff of 5% have been included in the FY11 budget. Making appropriate assumptions, what are the next steps you and your Committee will take to balance the budget? What are the likely consequences of the decisions you will recommend to the President?

Saint Louis University

College of Education and Public Service

Department of Educational Leadership and Higher Education

Fall 2010 Written Comprehensive Examination

Morning Question

In a recent (September 19, 2010) *Chronicle of Higher Education*, Peter Schmidt states “[O]ne of the most underrepresented minority groups at many four-year colleges [are] students and faculty members from the working class. Efforts to promote campus diversity have tended to gloss over them, focusing instead on members of racial and ethnic minority groups, whose presence or absence is easier to detect.” According to Anthony P. Carnevale, director of the Georgetown U. Center on Education and the Workforce, “the lowest income groups are rising as a proportion of students at noncompetitive colleges, while the highest income groups are rising as a proportion of students at selective colleges.”

You are the Vice President for Enrollment Management at a large highly selective public research institution in the Midwest. Your president wants to increase the enrollment and graduation rate of students with low socioeconomic status (SES). Your task is to develop a plan (including purpose, rationale, benefits, challenges, and assessment) for recruiting and retaining these students. Using what you have learned about higher education history, law, finance, curriculum, organization, administration, and student development theory, discuss this population from a historical perspective, applying federal legislation and case law, and addressing the institution’s fiscal, administrative, academic and student life responsibilities as they relate to the recruitment and retention of this student population.

Saint Louis University

College of Education and Public Service

Department of Educational Leadership and Higher Education

Spring 2010 Written Comprehensive Examination

Afternoon Questions

(Curriculum)

Throughout the history of higher education in America, scholars have debated the importance of the classical, liberal arts curriculum versus the vocational curriculum. Trace the history of these debates using examples of at least three key higher education influences that support each and give at least one example of each of these trends in higher education curriculum today.

(History)

Identify ten (10) of the following terms or individuals as they relate to higher education. Keep in mind that you must explain each in no more than one paragraph.

- a) Shared Governance
- b) Tenure
- c) Net Tuition Differential
- d) Collegial Model
- e) A.A.U.P.
- f) Robert Birnbaum
- g) Charles William Elliot
- h) Robert M. Hutchins
- i) Abraham Flexner
- j) Alexander Astin
- k) David Starr Jordan
- l) Arthur Chickering

- m) Clark Kerr
- n) Yale Report of 1828
- o) Student Development
- p) Morrill Act of 1862
- q) Morrill Act of 1890
- r) Isocrates
- s) Bakke v. Regents of University of California
- t) Horowitz v. The Missouri Board of Curators

(Finance)

As the CFO, identify the principal components on both sides of the ledger at your private, Jesuit University. Once you have done this, suppose you and colleagues have built a budget and a gap remains that needs to be closed in order to balance the budget. What strategies will you employ in order to balance the budget?

(Organization & Administration)

Why is Birnbaum's Book, *How Colleges Work*, a mandatory read for the serious student of American higher education? Make certain to justify your response with a specific synopsis of the key elements of the book.

HIGHER EDUCATION COMPREHENSIVE EXAM

Spring 2009

PART A: Morning Question

When answering the following question, please use 14 pt. Arial and double space your response.

You are the President of a private Doctoral University (Research Intensive) located in the Midwest. The recent crash of the American economy has dramatically impacted your plans for the university. The university's endowment, which was once close to \$1,000,000,000, has shrunk to about \$600,000,000. Donations from all sources have been reduced by over 50%. Your operating revenues are heavily dependent on tuition. The size of your fall 2008 incoming class was 10% below projections and you anticipate that there will be an additional 10% drop in freshman enrollment in the fall of 2009.

Because of these factors, you anticipate that you will have to reduce the operating budget by 10% for the 2010 fiscal year which begins on July 1, 2009.

Previous direction from the Trustees has been that major areas that are important to the mission of the university are:

1. To promote the university's mission of training student for service to the community;
2. To promote social justice and a diverse student body; and
3. To maintain a high level of instruction and research.

You have scheduled a Board of Trustees meeting for March 1, 2009 to advise the Trustees of this situation and to make specific recommendations to them about the budget. In order to fully inform them of the implications of this situation you must develop a presentation which covers the following area:

1. A brief description of the history of funding of colleges and universities in the United States.
2. A recommendation concerning what areas to reduce or eliminate in the budget which will have the smallest impact on student instruction and development as well as a recommendation about which areas in the budget should not be reduced or eliminated when considering the university's mission. Please support your recommendations with reference to the relevant literature on university organization and administration
3. A discussion of any university governance issues which may be relevant to any reduction in the budget especially as it impacts positions, wages or fringe benefits or the elimination of programs or departments within the university. Please be sure to discuss the roles of the Trustees, administration and the faculty in the development of the budget.
4. Please discuss any legal issues which may impact or affect the university's ability to adopt a budget which results in lay offs of faculty, staff or administrative personnel.

Please make sure that your presentation is well organized, covers the above areas and makes specific recommendations concerning the budget as this document will be provided to the Trustees prior to the meeting.