

Course Syllabus

EDUC 976 Policy and Governance in Higher Education

Wednesdays, 4:10-6:30

Course overview

This course has three components. The first is the policy-making process that transcends the others. The other components are governance at the institutional level and policy at the federal and state levels. In addition to identifying current governance and policy topics, the role of various entities that influence the development of policies will be analyzed.

Policy is a rule or course of action that is determined by a dynamic process. Students will consider different approaches to the policy-making process and select an approach to analyze a particular policy topic of their choice.

Internal policy making through shared governance and other means within colleges and universities will be examined through consideration of the roles of trustees or regents, faculty senates, administrators, students, alumni, and others as they determine and implement institutional policy. Variations in policy and governance as a function of differences in institutional mission and size will be considered; course content will include both academic and non-academic policy and governance. Topics related to student affairs and residential life as well as campus operations, advancement, capital investments and maintenance, and international initiatives will be addressed based on student inquiries.

The current context of higher education policy and regulations is marked by several dynamic factors, including the expansion of federal authority and regulation stemming from the Higher Education Act (first enacted in 1965 and most recently amended in 2009), increased calls for accountability and public disclosure of student learning outcomes, a national conversation over the value and integrity of peer accreditation, and marked declines in public financial support at the state and federal level for institutions and matriculated students.

In addition to conducting a general examination of governance and policy issues, students will conduct an in-depth analysis of a particular policy of their choice that illustrates their understanding of context and process. Finally, students will also design a custom experience that enables them to apply their learning in a context of their choice (which requires approval). The course is driven by problem-centered-student inquiry.

Student Learning Objectives

Students who complete this course will have a basic working knowledge of policies that affect the major components of higher education and the processes necessary to implement those

policies. More specifically, students will have the following content knowledge and skills for engagement:

- Be knowledgeable of federal policies and regulations stemming from the Higher Education Act, as amended, the rationales for those policies, challenges to their implementation, and the evolving federal policy stance on higher education in the US.
- Be knowledgeable of state policy frameworks, how they intersect with federal policies and regulations, and how state appropriations for higher education are distributed and change over time.
- Be knowledgeable of best practices in college and university governance, in both academic and non-academic domains
- Understand the causes and content of contested policy issues in higher education, including such topics as financial aid, affirmative action, the role of proprietary institutions, peer accreditation, and distance (on-line) learning models.
- Identify links between academic and life experience and current policy issues with identified personal objectives
- Compare and contrast policy issues and roles if influencing entities
- Analyze the development of specific policy
- Apply learning to a self-designed project

Required Texts

Gayle, D.J., Bhoendradatt, T., White, Q.A., Jr. (2003). Governance in the twenty-first century university: Approaches to effective leadership and strategic management. ASHE-ERIC Higher Education Report, Vol. 30(1). ISBN 0-7879-7174-X

Tierney, W.G. (ed.) (2006). Governance and the public good. Albany: State University of New York Press. ISBN 13: 978-0-7914-6876-0

Zemsky, R. (2013). Checklist for Change: Making American Higher Education a Sustainable Enterprise. New Jersey: Rutgers University Press. ISBN 978-0-8135-6134-9

One of the following (to be determined at first class):

Bardach, E. (2011). A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving, 4th Edition. Where: Congressional Quarterly.

Kingdon J.W. (2011). Agendas, Alternatives, and Public Policies, Updated Edition, with an Epilogue on Health Care (2n Edition). Glenview, IL: Longman, An imprint of Pearson. ISBN 978-0-205-00086-9

Stone, D. (2012). Policy Paradox: The Art of Political Decision Making (Third Edition). New York, NY: W.W. Norton & Company. ISBN 978-0-393-91272-2

Student Assignments

1. **Engagement (20%)**. This course will be taught as an advanced graduate seminar that heightens awareness of governance and policy issues and is driven by problem-based inquiry. **Students are expected to read the Chronicle of Higher Education and Inside Higher Ed daily**. Students will share responsibility for constructing our shared knowledge of the concepts, issues, and practices that constitute the course content. Thus, it will be important that all students complete the assigned readings **before** the class session at which they will be discussed. We will use the “Quotation, Question, Talking Points” (QQTP) approach to the process of discussing readings in class. Come to each class with a **one-page typed report** with the following sections:
 - *Quotation*: Select from the material a quote or data point that you find especially compelling, interesting, puzzling, or surprising. These should be brief (a few sentences).
 - *Question*: Develop one question from the assigned material that you would like addressed in our class discussion. This can be a question of meaning (what does this information tell us), interpretation (how do we make sense out of this information), connection (how does this information connect to other readings and discussions in our class), or evaluation (what is the accuracy or validity of the material). This generally will be a question that you are curious about and are not sure of the answer.
 - *Talking Points*: Write a set of 4-5 key findings or conclusions from the assigned material, as if you had to summarize the content for someone who had not seen it. Each finding/conclusion only needs to be a few sentences. The first talking point every time you do this will address the issue of how the material connects to you personally—how do your personal experiences, background, or knowledge connect with the material?

In each class, I will ask random students to share their questions so we can spend time addressing them in whole group or small group discussions. Keep all your QQTP papers throughout the semester. I will collect your complete portfolio of QQTP papers at the end of the semester and assess them based on completeness and quality.

2. **Chronicle of learning (20%).** Each student will maintain a journal that reflects development of understandings and curiosities over the duration of the semester. The only two journals to be submitted are the first and last, which will be organized around the following themes with separate initial questions:
- The first: Why did you decide to take this class?
 - The last: How has your understanding of policy issues and their implications been challenged or altered as a result of this class?
 - What, from your perspective, are the most salient, pressing challenges in higher education policy and governance today?
 - What are the primary components of these issues, taking into account their intellectual, social, political, and economic dimensions?
 - What federal and/or state policies bear most directly on these issues?
 - What changes in policy or practice might be needed with respect to the issues?
 - What action may prompt the changes proposed?

The journals will be **submitted at the second class and the final class.** 2-3 pages per submission.

3. **Policy Topics Presentations (10%).** Each student will identify, compare and contrast five governance or policy areas in the form of a comparative table, or any other format that illustrates distinctions. Guiding questions for the discussion are:
- What are the problems seeking to be addressed?
 - What are the underlying assumptions that inform the approach?
 - What motivates an opposing view to those assumptions?
 - Who are the visible participants (entities) and what roles have they played?
 - Why did you choose these five issues?
 - Where do you agree/disagree with the policy and why?

Presentations will be made on February 5. Creative presentations are encouraged. (Powerpoint, role play, handouts, all acceptable).

4. **Policy Process Presentation (10%).** Each student will engage with a partner to present one of three policy texts to the class. Guiding questions for discussion are:
- What are the assumptions made by each theorist?
 - What do you agree/disagree with and why?
 - What is distinct about their approach?
 - Where have seen elements of the theory applied in your personal experience?
 - Why is the study of public policy intellectually and ethically demanding?

Presentations will be made on February 12. Creative presentations are encouraged. (Powerpoint, role play, handouts, all acceptable).

5. **Policy brief (20%).** Each student will develop a policy brief of a particular federal or state higher education policy (or set of closely related policies). The brief will be written as well as shared in class. The briefs should include at least the following sections:
 - a. Legislative intent or regulatory aims of the policy
 - b. Higher education segments affected by the policy
 - c. Engaged entities and their influence on development of the policy
 - d. Map the process according to one of the theorists (Bardach, Kingdon, Stone)
 - e. Evidence of the effects of the policy as it has been implemented
 - f. Barriers that have been encountered in the implementation process
 - g. Recommendations (from you and/or others) for improvements in the policy to increase its effectiveness

The briefs will be 10-15 pages long, with relevant citations and links. Copies will be provided to the other students as well as the instructor. Briefs are due on the day of class presentation; we will begin the presentations on **April 9**.

6. **Final project (20%).** Students will design a custom experience for engagement that enables application of learning in a context of their choice (which requires approval). Presentations of engagement and findings will begin on **April 23**.

Course Agenda

January 22 Introductions, course overview, course design, expectations

January 29 Overview: Policy Topics

Readings:

Complete Checklist for Change: Making American Higher Education a Sustainable Enterprise. (required text) by the January 29 class.

SHEEO.org

Be prepared to discuss first Chronicle of Learning by January 29 class

February 5 Overview: Governance/Policy Topics Presentations

Readings:

Complete **Policy Theorist of choice (Bardach, Kingdon, or Stone)** (required text) by the February 5 class.

February 12 Overview: Policy Process Presentations

Readings:

Complete Governance and the public good. (required text) by February 12 class

February 19 through April 2

*Readings:*¹

Complete Governance in the 21st Century University (required text) by the February 19 class.

QQTP's by topic

Institutional Governance:

Academic policy: curriculum oversight and reform of core curricula,
Academic program review, promotion and tenure

Student affairs governance

Administration and finance governance

Readings:

Kuh, G.D. & Hinkle, S.E. (2002). Enhancing student learning through collaboration between academic affairs and student affairs. In Diamond, R.M. & Adam, B. (eds.). Field guide to academic leadership. San Francisco: Jossey-Bass, chapt. 19.

Manning, K., Kinzie, J., & Schuh, J. (2006). One size does not fit all: Traditional and innovative models of student affairs practice., New York: Routledge. Chapt. 1-2.

Hossler, D. (2004). Refinancing public universities: Student enrollments, incentive-based budgeting, and incremental revenue. In St. John, E.P., & Parsons, M.D. (eds.). Public funding of higher education: Changing contexts and new rationales. Baltimore: Johns Hopkins Press, chapter 8.

Performance/dashboard indicators, planning, and assessment

The role of Institutional Research offices – *Cathy Turrentine*

¹ All course readings other than the required texts will be posted on the course Blackboard site.

Readings:

Middaugh, M.F. (2010). Planning and assessment in higher education: Demonstrating institutional effectiveness. San Francisco: Jossey-Bass, chapt. 1-3 and 7.

Institutional Governance Structures

Academic and Faculty Senates

Administrative cabinets and deans councils

Boards of Trustees/Regents

Readings:

Kaplan, G. (2009). Governing the privatized public research university. In Morphew, C.C. & Eckel, P.D. (eds.). Privatizing the public university: Perspectives from across the academy. Baltimore: Johns Hopkins Press, chapt. 6. <http://www.aaup.org/AAUP/pubsres/policydocs/contents/governancestatement.htm>

Organized labor groups and collective bargaining

Readings:

<http://www.aaup.org/AAUP/pubsres/policydocs/contents/statementcolbargaining.htm>

Federal and State Policies and Regulations

Accountability: Higher Education Act and other federal policies, e.g., ADA, Bayh-Dole Act

Readings:

Spring, J.H. (1995). In service to the state: The political context of higher education in the United States. In Sommer, J.W. (ed.). The academy in crisis: The political economy of higher education. New Brunswick, NJ: Transaction Publishers, pp. 45-68

Gutman, A. (1991). What counts as quality in higher education? In Finifter, D.H., Baldwin, R.G., & Thelin, J.R. (eds.). The uneasy public policy triangle in higher education: Quality, diversity, and budgetary efficiency. New York: American Council on Education and MacMillan Publishing Company, chapt. 5

<http://www.uctv.tv/search-details.aspx?showID=13557> (Bayh-Dole video)

<http://www2.ed.gov/policy/highered/leg/hea08/index.html> (HEA text)

<http://ada-one.com/focus/higher-education> (ADA)

International students and scholars, SEVIS, and related topics

Readings:

<http://www.gao.gov/new.items/d071047t.pdf> (Congressional testimony of George Scott)

State financing for public and private higher education; tuition setting and structures – ***Ed MacKay***

Readings:

Zumeta, W. (2004). State higher education financing: Demand imperatives meet structural, cyclical, and political constraints. In St. John, E.P., & Parsons, M.D. (eds.). Public funding of higher education: Changing contexts and new rationales. Baltimore: Johns Hopkins Press, chapter 5.

Post-secondary commissions, state systems, and accrediting agencies (regional and professional)

Readings:

Richardson, R. Jr., & Martinez, M. (2009). Policy and performance in American higher education: An examination of cases across state systems. Baltimore: Johns Hopkins Press, chaps. 5 and 7.

http://cihe.neasc.org/downloads/Standards/Standards_for_Accreditation_2006.pdf

Higher Education Reform and Public Policy

Initiatives for college access, affordability, retention, and completion

Readings:

<http://www2.ed.gov/about/offices/list/ovae/pi/cclo/cbtrans/finalreport.pdf>

[http://www.ihep.org/assets/files/publications/a-f/\(Report\)](http://www.ihep.org/assets/files/publications/a-f/(Report)Expanding_Access_and_Opportunity-Gates_Scholars.pdf)

[Expanding Access and Opportunity-Gates Scholars.pdf](http://www.ihep.org/assets/files/publications/a-f/(Report)Expanding_Access_and_Opportunity-Gates_Scholars.pdf)

The 2006 Spellings Report; its findings and consequences

Readings:

<http://www2.ed.gov/about/bdscomm/list/hiedfuture/reports/final-report.pdf>

Sustainability and higher education; course summary and evaluation

Readings:

Aber, J., Kelly, T., & Mallory, B. (eds.), (2009). The sustainable learning community: One university's journey to the future. Durham, NH: University of New Hampshire Press, chapt. 1 and 6.

April 9 & 16 **Policy brief presentations**

April 23 &30 **Final Project presentations**
Be prepared to discuss first Chronicle of Learning by April 30 class

Other resources:

Association for the Study of Higher Education (<http://www.ashe.ws>)
College Completion (<http://www.completecollege.org>)
College Measures (<http://www.collegemeasures.org>)
Education Commission of the States (<http://www.ecs.org>)
Fritz@publicprivateaction.org
National Center for Public Policy and Higher Education (<http://www.highereducation.org>)
National Governor's Association (<http://www.nga.org>)
Radio Higher Ed (<http://www.radiohighered.com>)
State Higher Education Executive Officers (<http://www.sheeo.org>)
Foundations: American Enterprise Institute/Brookings/Gates/Heritage/Lumina/New America Foundation
US Department of Education (<http://www2.ed.gov/about/offices/list/ope/index.html>)

Final thoughts

If you are a student with a documented disability who will require accommodations in this course, please register with the Access Office in the MUB, room 118 (862-2607) for assistance in developing a plan to address your academic needs. If you registered with the Access Office and have an Accommodation Letter, I encourage you to share it with me at the beginning of the course.

All students are expected to have read and know the contents of the UNH Student Rights, Rules, and Responsibilities handbook. The section on "Academic Policies" applies to this course (and all courses). Information about grading, academic honesty, and related topics may be found there.

GUESTS:

Cathy Turrentine
Ed MacKay
John Cook – CCSNH – Nashua – Provost
Mary Stuart Gile – House Ed Committee
Nancy Stiles – Senate Ed Committee
Lou Dallesandro – Process??

