

STATE AND FEDERAL EDUCATIONAL POLICY: HOW IT HAPPENS, WHY IT MATTERS

HIED 66595/76595

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White Hall 0122

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Mondays, 5:30 – 8:15 PM

Federal and state policies, protocols, and processes exert a profound impact on higher education in the United States. Government funding for research, student aid, and institutional operations represents the most obvious influence, but regulations (and the ways in which they develop), expectations (and the ways in which they are formed), and oversight requirements (and the ways in which they evolve) are also highly influential. In this seminar, we will study such influences by considering selected issues in some depth, by tracking current issues throughout the course of the semester, and by sharing presentations with regard to prominent issues, processes, and individuals of influence.

No Better Time

In Ohio, the new higher education chancellor, Jim Petro, has proposed "The Enterprise University Plan." If approved by the General Assembly, the plan would provide mandate relief for public universities. It might eliminate enrollment limits, reduce reporting requirements, allow flexibility with regard to meetings of boards of trustees, etc. A second phase might enable universities to compete for even greater autonomy. At the same time, movement from a "coordinating board" approach to a "governing board" approach may continue. At the federal level, the Department of Education appears determined to bring about fundamental change in standards for regional accreditation. A recent initiative involves a department effort to define what is meant by "credit hour." And the next reauthorization of the Higher Education Act is just over the horizon. Fall 2011 is an exciting time to be studying State and Federal Policy in Higher Education.

Seminar Priorities

Unlike that of many graduate courses, the priority of **State and Federal Educational Policy: How It Happens, Why It Matters**, is less the acquisition of information (though there is much that we will learn together) than the development of awareness, acumen, analytical skills, and engagement. We share a commitment to educate one another. Each participant, almost each week, either individually or in a small group, will pursue a topical reporting assignment, will prepare a succinct, substantive report, and will lead discussion. The questions listed in the syllabus offer a general idea of the issues we will cover on a particular afternoon, but the reporting assignments distributed each week will be more specific and will in many cases reflect recent events. We will encourage candor in one another, but, at the same time, we will endeavor to maintain a determined non-partisan perspective.

Conferences

Please discuss with me your reading, assignments, and concerns. My office is on the second floor of Moulton Hall, 213. My office hour earmarked for members of this seminar is 4:00 – 5:00 every Monday that the seminar meets. If that is not convenient, please make an appointment with me at 672-6003 or at <<pgaston@kent.edu>> for some other time.

Organization of Seminar Meetings

Most meetings of the seminar will be divided into two sessions. Because this seminar meets over the dinner hour, we will have one generous break, 6:40-7:00, for quick bites and checking on messages. If we are beginning our discussion of an issue, organization or process, I may initially provide some context. And we will consider the status of current issues. How are they important? Who are the players? Then we will turn to issues reports and discussions from participants, who will lead the seminar in considering important questions: What are the vital contexts for the issue, organization, or process? When did it emerge? How has it changed over time? In what ways is it likely to change? What is going on now? What are the implications of the issue, organization, or process for higher education, for K-12 education, and for the general public? While we will endeavor to follow the schedule, there may be occasions when we decide to continue an issue from one week to the next or to respond to an emerging issue.

Issues Reporting

An issues report should distill broad acquaintance with a subject or an issue into a brief, substantive report. You may rely on notes or write a script for delivery. One useful model might be an outlined briefing, similar to (but not nearly as long as) the chronology discussed at the first meeting of the seminar. Another model might be a standard 2:28 NPR report (1 1/2

double-spaced pages with Times New Roman 12 point.) Issues reports should acquaint the members of the seminar with the subject, explain its importance, clarify its present status, and give some indication as to what may happen next. You should note information that you cannot include in your report but that might be helpful in the discussion.

Essays

In addition to the weekly issues reports, Masters (66595) participants will write (A) a brief essay (2-3 double-spaced pages that embodies careful thought and efficient writing—usually arising from one of the weekly briefing reports) and (B) a detailed analysis in one of two forms: a traditional research essay or an extended op-ed article. Doctoral (76595) students will write (A) a substantive essay (5-8 double-spaced pages), usually arising from the weekly briefing reports, and (B) a detailed, sustained analysis of some issue, individual, or organization that is exerting influence on higher education. On the basis of the second analysis or essay, due on October 31, participants will organize and lead a substantive discussion during the final three weeks of the seminar. Because the *quantity* of writing is not extensive, the *quality* must be high. We will discuss principles of effective writing that are particularly relevant to brief, cogent analytical essays.

Examinations and Grade Calculation

Because every seminar meeting is critical, the mid-term exam will be out-of-class; it will be distributed on October 3 for return on October 10. This examination, intended to complement the work in the seminar, will offer an opportunity for consideration of ways in which different issues, organizations, and processes bear on and influence one another. Unless the official

university schedule requires us to do otherwise, the final exam will be on Monday, December 12, during the regular meeting time. The seminar grade will reflect the weekly briefing reports (30%), Essay 1 (15%), Essay 2 and the Presentation/ Discussion (15%/10%), the mid-term exam (15%), and the final exam (15%).

Other Matters

(A) There is no textbook for this seminar, but participants in the seminar should read the *Chronicle of Higher Education* each week and Inside Higher Ed <news-room@news.insidehighered.com> every day. In addition, I will occasionally post on the seminar web site materials that offer background information. An important priority for participants in this seminar is to search for, locate, and share additional sources that are informative and reliable, including, but not limited to, web sites. (B) Because this seminar meets only once each week, please make every effort to attend every session of every meeting. If illness, emergency, or an unavoidable conflict prevents your attending a session, please let me know. Poor attendance may result in a lower grade. But please *do not attend if you believe you are ill*. Your word of honor excuses your absence—and no doctor's verification is required. (C) During the meetings of the seminar, please turn off your cell phone, pager, electronic assistant, crock pot, hair dryer, juicer, etc. You can reconnect during the 20-minute break. (D) This syllabus remains subject to amendment. In particular, the case studies may be changed to respond to current events. Also, please note that the seminar will meet on September 12 from 6:30 to 8:30—contingent on CO 4731 arriving on time from Atlanta. Please keep yourself informed by tracking this flight.

Preliminary Schedule

The questions below indicate in a general sense the topics to be covered each week. One week in advance of most seminar meetings, each participant will receive a specific reporting assignment.

I August 29

INTRODUCTION

- ▶ In what ways does this seminar differ in method from most other graduate courses?
- ▶ What are the primary learning objectives for this seminar, and how will they be achieved?
- ▶ What will be the nature of the weekly assignments, reports, and discussions?
- ▶ What is the scope of the seminar? What are the basic processes and principles we will follow? (See Issues Report Assignments for September 12)
- ▶ In what ways may participants shape the seminar to meet their needs more fully?
- ▶ What, over time, has been the developing role of the Federal Government in higher education? (Briefing A: Selective Chronology of the Federal Role in Higher Education)

II September 5 LABOR DAY HOLIDAY

- III** September 12 **6:30-8:30** **WHO SPEAKS FOR HIGHER EDUCATION?**
- ▶ What are the different kinds of organizations that represent higher education—or sectors within higher education?
 - ▶ Which organizations are the most powerful? What are the different kinds of power?
 - ▶ What prominent organizations represent major institutional blocks? What kinds of services do they provide? How do they differ from one another? Why are they important?
 - ▶ What is the nature of the leadership structure within these organizations?
 - ▶ What are the most prominent organizations that represent different employment categories within higher education? What do they do? How do they do it?
 - ▶ What are the most prominent organizations that represent different disciplines within higher education? What do they do? How do they do it?
 - ▶ How important are the accrediting associations? What is the difference between regional accrediting associations and specialized accrediting associations? What is the relation to these associations of the Council of Higher Education Accreditation (CHEA)?

- IV** September 19 **HIGHER EDUCATION ON CAPITOL HILL**
- ▶ What is “lobbying”? What regulations govern lobbying?
 - ▶ Of the major higher education organizations, which ones lobby? Which do so formally, as registered lobbyists? Which do so informally?
 - ▶ For what reasons do organizations lobby? When? How?
 - ▶ When is it appropriate or necessary for individual institutions to lobby on Capitol Hill?

- V** September 26 **FEDERAL GOVERNMENT: THE CONGRESS**
- ▶ How important is the Congress to higher education?
 - ▶ What are some of the most important laws, regulations, policies, and expectations that influence or control higher education?
 - ▶ What offices, bureaus, or other organizations within the Congress are instrumental to its responsibility for making higher education policy?
 - ▶ What are some of the more *notable* examples of Congressional action with clear impact on higher education? What are some of the more *recent* examples of Congressional action with clear impact on higher education?

ESSAY I DUE

- VI** October 3 **FEDERAL GOVERNMENT: THE EDUCATION BUREAUCRACY**
- ▶ What are the most important episodes in the development of the federal education bureaucracy?
 - ▶ What is the present relation between the Department of Education and the Congress?
 - ▶ What is the present relation between the Department of Education and the Supreme Court?
 - ▶ What is the Department’s official function? Its explicit sphere of influence? Its implicit sphere of influence?

MID-TERM EXAMINATION DISTRIBUTED

- VII** October 10 **STATE GOVERNMENT 101: HIGHER EDUCATION IN COLUMBUS**
- ▶ In what ways does the State Legislature influence public higher education in Ohio?
 - ▶ What examples from history illustrate the extent of legislative influence?
 - ▶ What are some of the most important state laws, regulations, policies, and expectations that influence or control higher education?
 - ▶ What offices, bureaus, or other organizations within the state government are instrumental to the legislature’s responsibility for making higher education policy?
 - ▶ What are some *notable* examples of gubernatorial, legislative, or court action with clear impact on higher education? What are some *recent* examples?

MID-TERM EXAMINATION DUE

VIII October 17

TAKING STOCK: A “BRIEF” OVERVIEW

- ▶ In the light of the briefings we have heard to date, what are the questions that appear still outstanding? Are there issues, offices, or outcomes you want to make sure are included?
- ▶ In the light of the news discussions, what do you believe to be the most significant issues concerning higher education at the federal and state level?
- ▶ Are there issues not now current that you believe are likely to emerge?
- ▶ Are there issues that are currently a focus of contention you believe may fade in time?

LEADERSHIP IN HIGHER EDUCATION

- ▶ Of the issues considered so far, which do you regard as most relevant to your aspirations in higher education leadership?
- ▶ What other issues should we consider? For instance, should we give more attention to local issues? To higher education issues in other states?
- ▶ Is your view of higher education leadership becoming more complex?
- ▶ Do you believe the scheduled case studies are appropriate and compelling? Do you want to propose alternatives?

IX October 24

CASE STUDY: THE HIGHER EDUCATION ACT

- ▶ What is the Higher Education Act and why is it so important?
- ▶ How often is reauthorization required? When will the next effort towards reauthorization begin?
- ▶ What can be learned for the last attempt to renew the HEA? What was the nature of the legislation introduced to begin the process? What was the response of the higher education community to this legislation? How did the legislators involved respond to views of the higher education community? What was the outcome of the initial effort to pass legislation? When was reauthorization finally passed? What was the nature of the legislation?
- ▶ What issues are likely to inform (or inflame?) consideration of the renewal process this time.

X October 31

CASE STUDY: THE FUTURE OF HIGHER EDUCATION IN OHIO

- ▶ What forces, economic and political, are prompting scrutiny of higher education in Ohio?
- ▶ What is the long-term significance of the 2008 change in the structure of the Office of the Chancellor and of the Ohio Board of Regents?
- ▶ What progress is being made in terms of granting state universities more autonomy?
- ▶ What can be learned from an analysis of actions taken by the administration of the current governor, John Kasich, with respect to higher education?

ANALYSIS/ESSAY 2 DUE

XI November 7

CASE STUDY (TBA): Probably the growing Federal role

XII November 14

SEMINAR REPORTS (BASED ON ESSAY 2) AND DISCUSSION*

XIII November 21 **SEMINAR REPORTS (BASED ON ESSAY 2) AND DISCUSSION***

XIV November 28 **SEMINAR REPORTS (BASED ON ESSAY 2) AND DISCUSSION***

*Each member of the seminar should plan on a presentation of 15-20 minutes and should then lead a discussion of at least 10 minutes but no more than 15. Please note that leading an effective discussion is almost as important as making an effective presentation. Plan how to engage the members of the seminar. Possible strategies include small group discussions on assigned topics followed by a plenary discussion, a facilitated brainstorming followed by a selection process, etc.

XV December 5 **LOOKING BACK**

- ▶ How might this seminar have addressed more effectively the learning outcomes discussed at the opening session?
- ▶ Have you glimpsed any general principles at work in our review of policies and policy-making at the state, federal, and international levels?
- ▶ If you were assigned the task of restructuring this seminar, what would you change?

LOOKING AHEAD

- ▶ Within the next 12-18 months, what are the most likely developments with regard to higher education in the federal arena?
- ▶ Within the next 12-18 months, what are the most likely developments with regard to higher education in the state arena?
- ▶ Within the next 12-18 months, what are the most likely developments with regard to higher education internationally?

December 12 **Final Examination**

Administratively Required Documents

Registration Requirement

The official registration deadline for this course is September 11, 2011. University policy requires all students to be officially registered in each class they are attending. Students not officially registered for a course by published deadlines should not be attending classes and will not receive credit or a grade for the course. Each student must confirm enrollment by checking his/her class schedule (using Student Tools in FlashFast) prior to the deadline indicated. Registration errors must be corrected prior to the deadline. The last day to withdraw is November 6, 2011.

Student Accessibility Policy

University Policy 3342-3-01.3 requires that students with disabilities be provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact the instructor at the beginning of the semester to make arrangements for necessary classroom adjustments. **Please note, you must first verify your eligibility for these through Student Accessibility Services** (contact 330-672-3391 or visit www.kent.edu/sas for more information on registration procedures).

Student Cheating and Plagiarism (Condensed Version)

For the complete policy and procedure, go to www.kent.edu/policyregister and search for policy 3342-3-01.8, or see <http://www.kent.edu/policyreg/chap3/3-01-8.cfm> or <http://www.kent.edu/policyreg/chap3/upload/3342.3.01.8.pdf>.

Cheating and plagiarism constitute fraudulent misrepresentation for which no credit can be given and for which appropriate sanctions are warranted and will be applied. The university affirms that acts of cheating and plagiarism by students constitute a subversion of the goals of the institution, have no place in the university and are serious offenses to academic goals and objectives, as well as to the rights of fellow students.

"Cheat" means to intentionally misrepresent the source, nature, or other conditions of academic work so as to accrue undeserved credit, or to cooperate with someone else in such misrepresentation. Cheating includes, but is not limited to:

1. Obtaining or retaining partial or whole copies of examinations, tests or quizzes before these are distributed for student use;
2. Using notes, textbooks or other information in examinations, tests and quizzes, except as expressly permitted;
3. Obtaining confidential information about examinations, tests or quizzes other than that released by the instructor;
4. Securing, giving or exchanging information during examinations;
5. Presenting data or other material gathered by another person or group as one's own;
6. Falsifying experimental data or information;
7. Having another person take one's place for any academic performance without the specific knowledge and permission of the instructor;
8. Cooperating with another to do one or more of the above;
9. Using a substantial portion of a piece of work previously submitted for another course or program to meet the requirements of the present course or program without notifying the instructor to whom the work is presented; and
10. Presenting falsified information in order to postpone or avoid examinations, tests, quizzes, or other academic work.

"Plagiarize" means to take and present as one's own a material portion of the ideas or words of another or to present as one's own an idea or work derived from an existing source without full and proper credit to the source of the ideas, words, or works. As defined, plagiarize includes, but is not limited to:

- a. The copying of words, sentences and paragraphs directly from the work of another without proper credit;
- b. The copying of illustrations, figures, photographs, drawings, models, or other visual and nonverbal materials, including recordings of another without proper credit; and
- c. The presentation of work prepared by another in final or draft form as one's own without citing the source, such as the use of purchased research papers.

Academic Sanctions, From Section D

The following academic sanctions are provided by this rule for offenses of cheating or plagiarism. Kent campus instructors shall notify the department chairperson and the student conduct office each time a sanction is imposed. Regional campus instructors shall notify the regional campus dean and the student conduct officer each time a sanction is imposed. Regional campus student conduct officer shall notify the Kent student conduct office each time a sanction is imposed by a regional campus Instructor. The following academic sanctions are provided by this rule for offenses of cheating or plagiarism. In those cases the instructor may:

1. Refuse to accept the work for credit; or
2. Assign a grade of "F" or zero for the project, test, paper, examination or other work in which the cheating or plagiarism took place; or
3. Assign a grade of "F" for the course in which the cheating or plagiarism took place; and/or;
4. Recommend to the department chair or regional campus dean that further action specified in the rule be taken. The department chairperson or regional campus dean shall determine whether or not to forward to the academic dean or to the vice president for the extended university a recommendation for further sanction under this rule.