



THE OHIO STATE UNIVERSITY

JOHN GLENN COLLEGE OF PUBLIC AFFAIRS

**PUB AFRS 7503 – Higher Education Policy for Public Leaders
Summer Session 2018 Syllabus
3 credit hours (Class Number 4068)**

**Mondays, 5:45 pm to 9:20 pm
48% in class; 52% on-line content
Page Hall 0040**

**Dr. Don Stenta, Distinguished Adjunct Professor
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Office Hours: By Appointment**

Course Overview

The focus of this graduate seminar is on education policy as it applies to higher education. The course will focus on various phases of the public policy process, including policy formulation, implementation, and evaluation. Several models of policy analysis will be used to understand policy options. Students will develop policy analysis papers and briefs geared toward policy makers with special focus on the Higher Education Reauthorization Act and other legislation, an analysis of state-wide systems of higher education, access and affordability issues, Title IX and sexual assault, and other topics. Education policy issues facing K-12 education that impact higher education will be discussed in this class.

Course Goals

Upon completion of this course, students will:

1. Have a better understanding of the public policy process and various public policy models.
2. Be able to articulate various challenges confronting higher education today in the United States.
3. Understand actual policy issues facing Ohio State, Columbus, and Ohio.
4. Further develop their critical thinking and reading skills.
5. Further develop their oral and written communication skills through classroom discussion and written assignments.

Readings

1. Bardach, E. (2012). *A practical guide for policy analysis: The eightfold path to more effective problem solving*. Thousand Oaks, CA: Sage CQ Press. (Available on Carmen at no charge)
2. Caplan, B. (2018). *The case against education: Why the education system is a waste of time and money*. Princeton, NJ: Princeton University Press. ISBN: 978-0-691-17465-5
3. Additional course readings on Carmen website.

Students can access textbook information via the Barnes & Noble bookstore website: www.shopOhioState.com as well as from their BuckeyeLink Student Center. This information is disseminated by B&N to all area bookstores. You may buy from a store of your choice and/or shop for books (always use ISBN# for searches) on line.

Grading

The course is graded A-E, based on a total of 100 points, with point distribution outlined in the course requirements section. Letter grades will be applied as follows:

A	93-100	C+	77-79	E	< 59
A-	90-92	C	73-76		
B+	87-89	C-	70-72		
B	83-86	D+	67-69		
B-	80-82	D	60-66		

Course Policies

Misconduct

Academic and personal misconduct will be dealt with according to the procedures in the Code of Student Conduct (<https://trustees.osu.edu/assets/files/RuleBook/CodeStudentConduct.pdf>).

Late assignments

Informing me of your intention to be absent does not waive your obligation to submit assigned work. Late work will be accepted with grade penalties for each day that it is late.

Grade appeals

Grades on assignments and exam are intended to reflect the overall quality of performance of the student. You may appeal your grade on an assignment if you think the grade does not reflect the quality of your performance on the assignment. To appeal a grade, submit a clear written explanation describing why you believe the assigned grade is inappropriate within one week after your work is returned. I will carefully consider all such appeals. I will re-grade the entire assignment. The final grade for the re-graded assignment may be greater than, less than, or equal to the original grade.

Class preparation

You are expected to have all readings (e.g., book chapters, scholarly and popular articles, reports, cases, and monographs) completed before the class session under which they are listed.

Mental Health Statement

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know is suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life Counseling and Consultation Services (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on 1640 Neil Ave, Columbus, OH 43201. A 24-hour emergency help is also available through the National 24/7 Prevention Hotline at 800-273-TALK or at suicidepreventionlifeline.org

Accommodation Policy

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Course Requirements

Class Participation and Preparation (25 points)

Students are expected to complete the following items in this graduate level seminar to demonstrate a commitment to learning and engagement in the class:

- Attend each class session for the entire class meeting period. Students may miss one class session without penalty for a pre-approved reason. Additional absences will result in letter grade reductions, with no opportunities for make-up work.
- Complete reading assignments prior to the class for which they are assigned.
- Contribute to class discussions, including participation in class activities.
- Subscribe to the free Inside Higher Education online newsletter by adding an email address to: <http://www.insidehighered.com/newsletter/signup> and selecting “Daily News Update” under the list options category. At several points during the course, we will discuss topics posted on this higher education e-community, and students will need to submit a one page bullet point list that outlines key issues from a selected topic and key questions to discuss in class.
- In this hybrid course, students will fulfill about four hours of course content outside of the class weekly meeting through on-line videos and assignments. Class participation points will be awarded by submission of thorough and thoughtful responses to on-line content.

Memo to Policymaker (20 points)

Students will write one memo that will outline key points made in the class presentations by guest speakers on July 2, discuss specific policy problems related to the topic, and include ideas for how policymakers could implement new strategies. These ideas for new strategies will come from assigned readings and your own additional research. The topics will focus on government affairs in higher education or Title IX (students can select which focus area). The memo should be no longer than four pages in length (double spaced) and is due on July 9, 2018 at 5:45 pm ET on Carmen.

Memos will be addressed to “Governor John Kasich” and should be written in an accessible tone relevant for policymakers. One-third of the memo should focus on describing the current state of the issue, one-third of the memo should focus on various policy considerations (models, actors, stakeholder concerns) toward making meaningful improvements, and the last third of the memo should focus on recommendations about implementing new strategies.

Please do not include a cover page and do include a reference page at the end of the memo. Your recommendations should be rooted in research that you have conducted that shows evidence to support your assertions.

Public Policy Scan (15 points)

For this assignment, students will develop a policy scan of one of the following higher education policy issues around Student Life at Ohio State. The scan will provide a detailed outline of the current research that both defends and critiques the expansion and refinement of one of four areas at Ohio State: the student union, on campus housing, recreation centers and programs, or wellness initiatives. The assignment will require students to find resources that support investments in these operations, and resources that critique investments. The policy scan will take the form of a chart that includes the following columns:

- Name of Source & Author(s)
- Citation/web address
- Annotated outline of main ideas of the source

Students should locate and document 10 sources. Students will then write a two page paper (double spaced) that outlines their opinion about Ohio State's investment in their selected Student Life operation. The opinion should be drawn directly from the content in the policy scan. The scan is due on July 16, 2018 at 5:45 pm ET on Carmen.

Final Paper (40 points)

Students will complete a review of the book the *Case Against Education*, which evaluates the current state of higher education, by examining perspectives like whether education is "useful" or "useless" and about credential "inflation." Students will submit an 8 page (double spaced) review of the book that responds to these questions:

1. What are your reactions to the overall thesis of this book? (about 2 pages)
2. What was compelling in the book and what did you disagree with in the book? (about 3 pages)
3. Based on the *Case Against Education* reading, what are your answers to these questions: Should government continue to support higher education and students who attend college? What are the arguments for and against such government support? (about 2 pages)
4. Write an executive summary of the points in question #2 above that will formatted to a policy maker. (about 1 page)

The paper should be double spaced, follow APA format, and use 5-6 sources (from class and/or outside of class). The paper is due on July 23, 2018 at 11:59 pm ET on Carmen.

Weekly Topics and Readings

(note that additional readings may be assigned and guest speakers may change)

Date	Class Agenda	Readings/Assignments
June 25 Week 1	Class Introductions and Overview Introduction to Higher Education and Public Policy Unique Issues in Higher Education Understanding Public Policy Models	Readings: <ul style="list-style-type: none"> • Bardach text, skim pages 1-78 • Birkland, Chapters 1 and 2 (optional) • Birkland, Chapter 9 (optional) • Cairney & Zahariadis, Multiple Streams Analysis • Chronicle, The Imminent Crisis in College Leadership • Deloitte, Pathways to the University Presidency • Manning, Higher Education Organizational Perspectives Assignment: <ul style="list-style-type: none"> • Subscribe to Inside Higher Education newsletter by adding an email address to: http://www.insidehighered.com/newsletter/signup and selecting "Daily News Update" under the list options category.

	On-line Module 1	<p>View the following video at the link posted on Carmen.</p> <ol style="list-style-type: none">1. Declining by Degrees: Higher Education at Risk (01:56:02)2. The Hunting Ground (01:43:00) <i>Please note: The content of this video presents very emotional cases of sexual assault and the prevalence of these cases on college campuses. As this is a sensitive and serious issue, if you cannot or do not want to watch this video, you can base your response paper to the video in Part 1 only with no concern about grade penalties.</i>3. VAWA Amendment to the Clery Act (01:02:23) (watch the first 30 minutes of the Implementation section) <p>Watch content and then respond to the questions that appear on Carmen by the start of class on July 2 for On-line Module 1.</p>
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<p>July 2 Week 2</p>	<p>Higher Education and Government Affairs <i>Guest Speakers: Mr. Ben Kanzeg, Associate Vice President for Government Affairs and Executive Director of Policy, The Ohio State University and Mr. Kacy Bullard, Director of Advocacy, Government Affairs and the Ohio State University Alumni Association</i></p> <p>Title IX Legislation & Clery Act <i>Guest Speaker: Ms. Kellie Brennan, JD, Title IX and Clery Coordinator, The Ohio State University</i></p> <p>Legislation & Policy</p> <p>Inside Higher Ed</p>	<p>Readings:</p> <ul style="list-style-type: none"> • AASCU, Top 10 State Policy Issues for 2018 • Deep Cuts in Education and Science • If We Can't Repeal the Higher Education Act, Let's try to Improve It • The Assault on Colleges – and the American Dream • Nine Things to Know about Title IX • Summary of the Jeanne Clery Act • The Intersection of Title IX and the Clery Act <p>Assignments:</p> <ul style="list-style-type: none"> • Inside Higher Ed Discussion Prep: Prepare a one page bullet point list to submit in hard copy to the instructor that addresses an issue from the past week(s) with key points and questions for discussion. • On-line Module 1 Post on Carmen.
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	<p>On-line Module 2</p>	<p>View the following videos at the links posted on Carmen.</p> <ol style="list-style-type: none"> 1. Starving the Beast: The Battle to Disrupt and Reform America’s Public Universities (01:35:00) 2. All the Difference: Young American Men and Their College Experiences (01:22:54) 3. University of Missouri Campus Protests: This is Just a Beginning (00:54:00) 4. NPR <i>On Point</i> podcast: Higher Education and the Free Speech Debate (00:47:22) <p>Watch content and then respond to the questions that appear on Carmen by the start of class on July 9 for On-line Module 2.</p>
<p>July 9 Week 3</p>	<p>Student Activism Then and Now <i>Guest Speaker: Mr. Bill Shkurti, Vice President, Business & Finance (retired) at The Ohio State University and Author, “The Ohio State University in the Sixties: The Unraveling of the Old Order”</i></p> <p>Diversity & Inclusion in Higher Education <i>Guest Speaker: Dr. Todd Suddeth, Executive Director, Student Life Multicultural Center at The Ohio State University</i></p> <p>Inside Higher Ed topics</p>	<p>Readings:</p> <ul style="list-style-type: none"> • Step Up & Lead for Equity • More Colleges ‘Commit’ to Diversity Initiatives • Collection of Free Speech articles • We All Live on Campus Now <p>Assignments:</p> <ul style="list-style-type: none"> • Read the Collection of Free Speech articles and prepare a one page bullet point list to submit in hard copy to the instructor of your top five strategies that higher education institutions should consider regarding student activism. • Memo to Policymaker Due on Carmen. • On-line Module 2 Post on Carmen.

	<p>On-line Module 3</p>	<p>View the following videos at the links posted on Carmen.</p> <ol style="list-style-type: none"> 1. Dateline: College Fraternity Crisis (00:41:44) 2. Ivory Tower: Is College Worth the Cost? (01:57:00) 3. Claiming our Story: The Imperative for Higher Education (01:32:35) <p>Watch content and then respond to the questions that appear on Carmen by the start of class on July 16 for On-line Module 3.</p>
<p>July 16 Week 4</p>	<p>The College Student Experience <i>Guest Speakers: Mr. Kurt Foriska, Chief Advancement Officer, Office of Student Life, The Ohio State University</i></p> <p>Student Life Co-Curriculum</p> <p>Inside Higher Ed topics</p>	<p>Readings:</p> <ul style="list-style-type: none"> • Why Colleges Should Get Rid of Fraternities for Good • Fancy Dorms Aren't the Main Reason Tuition is Skyrocketing • Lazy Rivers and Student Debt • Granite Countertops, Flat-Screen TVs, Fire Pits: The Surprising Story of How College Dorms Got Luxe <p>Assignments:</p> <ul style="list-style-type: none"> • Inside Higher Ed Discussion Prep: Prepare a one page bullet point list to submit in hard copy to the instructor that addresses an issue from the past week(s) with key points and questions for discussion. • Public Policy Scan Due on Carmen. • On-line Module 3 Post on Carmen.

	On-line Module 4	<p>View the following videos at the links posted on Carmen.</p> <ol style="list-style-type: none">1. Generation Z Goes to College (01:01:06)2. Simon Sinek's The Millennial "Problem" (00:15:00)3. Sara Goldrick Bay interview (00:09:10)4. Default: The Student Loan Documentary (00:24:00)5. The Original Underclass audiocast (00:38:51) <p>Watch content and then respond to the questions that appear on Carmen by the start of class on July 23 for On-line Module 4.</p>
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<p>July 23 Week 5</p>	<p>State of Ohio Higher Ed Policy <i>Guest Speaker: Mr. Ryan Burgess, Office of Workforce Transformation, State of Ohio</i></p> <p>Access to and Affordability of Higher Education <i>Guest Speaker: Dr. Derrick Tillman-Kelly, Director, University Innovation Alliance Fellows Program and Network Engagement, The Ohio State University</i></p> <p>Review and Discuss Policy Scan Assignment</p> <p>Class Wrap Up & Moving Forward</p>	<p>Readings:</p> <ul style="list-style-type: none"> • ACE, An Open Letter to College and University Leaders • Building Ohio’s Future Workforce • CCAP, 25 Ways to Reduce the Cost of College • Future of Enrollment • Lumina, A Stronger Nation Ohio • Lumina, A Stronger Nation • UIA Vision Prospectus • We Can’t Afford to be Quiet • Completion and the Value of College • Education and Accelerated Change: The Imperative for Design Learning <p>Assignments:</p> <ul style="list-style-type: none"> • Read “25 Ways to Reduce the Cost of College” and prepare a one page bullet list to submit in hard copy to the instructor of your top five strategies from this list. • On-line Module 4 Post on Carmen. • Final Paper due on Carmen.
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