



**THE OHIO STATE UNIVERSITY**  
**JOHN GLENN COLLEGE OF PUBLIC AFFAIRS**

**PUB AFRS 7503 – Higher Education Policy for Public Leaders**  
**Summer Session 2020 Syllabus**  
**3 credit hours (Class Number 4343)**

**Mondays, 5:30 pm to 8:00 pm – Virtual Format – Synchronous Meetings**

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**VIRTUAL CLASS:** <https://osu.zoom.us/j/92703061382>

### **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. Some 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 face-to-face and online discussions 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. Additional course readings on Carmen website.

Students can access textbook information via the Barnes & Noble bookstore website: [www.shopOhioState.com](http://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

**Class Preparation:** You are expected to have all readings completed before the class session under which they are listed.

**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 are intended to reflect the overall quality of performance. 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.

**Academic Misconduct:** The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's Code of Student Conduct and that all students will complete all academic and scholarly assignments with fairness and honesty. Failure to follow the rules and guidelines established in the University's Code of Student Conduct may constitute Academic Misconduct. Sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. In the Ohio State University's Code of Student Conduct, Section 3335-23-04 defines academic misconduct as: "Any activity

that tends to compromise the academic integrity of the University, or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University’s Code of Student Conduct is never considered an “excuse” for academic misconduct. If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

In this course, there are no assignments that require collaboration or group effort, so you may not work with other students on submitting assignments for written work. Other sources of information on academic misconduct (integrity) to which you can refer include: the Committee on Academic Misconduct <http://oaa.osu.edu/coam.html> or the Eight Cardinal Rules of Academic Integrity: [www.northwestern.edu/uacc/8cards.html](http://www.northwestern.edu/uacc/8cards.html)

Glenn College Diversity Values Statement: The Glenn College is committed to nurturing a diverse and inclusive environment for our students, faculty, staff, and guests that celebrates the fundamental value and dignity of everyone by recognizing differences and supporting individuality. We are dedicated to creating a safe space and promoting civil discourse that acknowledges and embraces diverse perspectives on issues and challenges that affect our community.

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 <https://ccs.osu.edu/> or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614--292--5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1--800--273--TALK or at <https://suicidepreventionlifeline.org/>. Also, the OSU Student Advocacy Center is a resource to help students navigate OSU and to resolve issues that they encounter at OSU – visit <http://advocacy.osu.edu/>

FERPA and Privacy in CarmenZoom Statement: The Family Educational Rights and Privacy Act (FERPA) protects all meetings held in CarmenZoom that include course content or student information. Please see this CarmenZoom privacy link to learn more. Video and audio recordings of class lectures will be part of the classroom activity. The video and audio recording is used for educational use/purposes and may be made available to all students presently enrolled in the course.

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](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12th Avenue.

### **Course Requirements**

#### *Class Participation and Preparation (20 points)*

*While this class has operated in a hybrid format in the past, with a blend of both in class and online content, we will move to a virtual format for the summer of 2020 in a synchronous setting. The rationale is that the course is designed to be a graduate level seminar, where discussion and debate of issues occurs. Since the virtual format is new this summer for this class, we meet synchronously. Given that attending a Zoom session for three hours and 40 minutes seems challenging, the class meetings will take place for 2.5 hours a week for seven class meetings. The remaining content will be delivered in the online format, with modules available for students to review on their own time, and with assignments to be submitted to assess student learning.*

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 on Zoom. Students may miss one class session without penalty for a pre-approved reason. Class sessions will be recorded, and students who miss a class may review the recording and submit a reflection paper of the class by the following week to make up for the missed class. Additional absences will result in letter grade reductions, with no opportunities for make-up work. Ten class participation points will be awarded at the end of the course for overall contributions and engagement in class activities and discussion.
- 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 a few points during the course, we will discuss topics posted on this higher education e-

community, and students will need to post 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 40 hours of course content outside of the class weekly meeting through 5 modules that consist of on-line videos and assignments. Ten class participation points will be awarded by submission of thorough and thoughtful responses to on-line content (2 points per module).

### Letter to Policymaker (20 points)

For the purposes of this assignment, the Chancellor of Higher Education in the state of Ohio has just read the article, “How COVID-19 Could Shift the College Business Model” by Alison McCauley in *Forbes* magazine in April 2020 (see Carmen for this link). The chancellor is really worried about the future of higher education after this pandemic and wants to know if students in this class agree with the idea that higher education will be fundamentally different post-COVID.

Students will write a paper in the form of a letter to the chancellor that will outline key points made in the article. In the letter, students will also discuss specific policy problems, and include ideas for how policymakers could implement new strategies on their selected policy problems. These ideas for new strategies will come from assigned readings and your own additional research. The memo should be no longer than four pages in length (double spaced) and is due on June 1, 2020 at 11:59 pm ET on Carmen.

Letters will be addressed to “Chancellor Randy Gardner” 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 issues, 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 (20 points)

For this assignment, students will imagine a supervisor has asked for some documented information about the pros and cons of an issue. The activity is to develop a policy scan that outlines multiple sides of an issue from documented sources like published research, white papers, position statements, etc. 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 June 15, 2020 at 11:59 pm ET on Carmen.

*Individual Paper & Presentations (40 points)*

Students will consider the questions "Should government continue to support higher education and students who attend college? What are the arguments for and against such government support?" for this two-part assignment.

Part 1 (35 points): Students will submit a 5 page (double spaced) paper responding to the questions above, using content from the class. The perspective of government support should include state level (state share of instruction; capital project support) and federal level (student loans, federal research dollars) and should be framed about public colleges or universities only. Students can use this as a guide – 1 page to answer your response to "should/shouldn't" and why; 3 pages to discuss considerations "for and against" government support; 1 page to detail what you have learned about the policy process that informs your "for and against" government support. 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 6, 2020 at 11:59 pm ET on Carmen.

Part 2 (5 points): Prepare a three minute presentation for the class on Zoom. The presentation will ask each student to respond to the "should/shouldn't" question from their paper, and highlight 1-2 major points about their "for and against" government support. No power point is needed. All presentations will take place on Zoom during class on July 6, 2020.

## Weekly Topics and Readings

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

Date	Class Agenda	Readings/Assignments
<p>May 18 Module 1</p>	<p>Class Introductions and Overview</p> <p>Introduction to Higher Education and Public Policy</p> <p>Unique Issues in Higher Education</p> <p>Understanding Public Policy Models</p>	<p>Readings:</p> <ul style="list-style-type: none"> <li>• Bardach text, skim pages 1-78</li> <li>• Birkland, Chapter 9 (optional)</li> <li>• Birkland, Chapters 1 and 2 (optional)</li> <li>• Cairney &amp; Zahariadis, Multiple Streams Analysis</li> <li>• Chronicle, The Imminent Crisis in College Leadership</li> <li>• Deloitte, Pathways to the University Presidency</li> <li>• Manning, Higher Education Organizational Perspectives</li> <li>• How COVID-19 Could Shift the College Business Model</li> </ul> <p>Video:</p> <ul style="list-style-type: none"> <li>• Student loan crisis overview (00:02:17)</li> </ul> <p>Assignment:</p> <ul style="list-style-type: none"> <li>• Subscribe to Inside Higher Education newsletter by adding an email address to:  <a href="http://www.insidehighered.com/newsletter/signup">http://www.insidehighered.com/newsletter/signup</a> and selecting “Daily News Update” under the list options category.</li> </ul>

	<p>Self-Paced Content Module A: College Costs and Value</p>	<p>View the following videos at the links posted on Carmen.</p> <ol style="list-style-type: none"><li>1. Ivory Tower: Is College Worth the Cost? (01:57:00)</li><li>2. Declining by Degrees: Higher Education at Risk (01:56:02)</li><li>3. Default: The Student Loan Documentary (00:24:00)</li><li>4. College is Creating Poverty (00:20:36)</li></ol> <p>Watch content and then respond to the questions that appear on Carmen by June 1 for Module A.</p>
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<p>June 1 Module 2</p>	<p><b>Higher Education and Government Affairs</b>  <i>Guest Speakers: Ms. Stacy Rastauskas, Vice President for Government Affairs; Mr. Brian Perera, Associate Vice President for Government Affairs, Mr. Kacy Bullard, Director of Advocacy, The Ohio State University</i></p> <p><b>Legislation &amp; Policy</b></p> <p>How COVID-19 Could Shift the College Business Model discussion</p>	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• AASCU, Top 10 State Policy Issues for 2020</li> <li>• If We Can't Repeal the Higher Education Act, Let's Try to Improve It</li> </ul> <p><b>Videos:</b></p> <ul style="list-style-type: none"> <li>• COVID-19's Impact on the Future of Higher Education: What University Leaders Should Be Thinking About Now webinar (link forthcoming)</li> <li>• College Sports and COVID-19 (00:29:25)  <a href="https://www.youtube.com/watch?v=taLHD0hUU0M&amp;t=85s">https://www.youtube.com/watch?v=taLHD0hUU0M&amp;t=85s</a></li> <li>• Delay School Due to COVID-19 (00:08:02)  <a href="https://www.youtube.com/watch?v=ueLHW0XD1O4">https://www.youtube.com/watch?v=ueLHW0XD1O4</a></li> <li>• Tips for the Class of 2020 (00:19:09)  <a href="https://www.youtube.com/watch?v=9lr30tmwV28">https://www.youtube.com/watch?v=9lr30tmwV28</a></li> </ul> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>• Letter to Policymaker Due on Carmen.</li> <li>• Module A Post on Carmen.</li> </ul>
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	<p>Self-Paced Content Module B: College Admissions</p>	<p>View the following video at the link posted on Carmen.</p> <ol style="list-style-type: none"><li>1. College Admissions Scandal: American Greed Season 13 Episode 171 from 8/12/19 (View either via Netflix or at this link for free: <a href="https://www.nbc.com/mvdpd-bridge-screen">https://www.nbc.com/mvdpd-bridge-screen</a>) (00:43:00)</li><li>2. The Truth about College Admission (00:22:47) <a href="https://www.youtube.com/watch?v=h21OmjyviC4">https://www.youtube.com/watch?v=h21OmjyviC4</a></li><li>3. Starving the Beast: The Battle to Disrupt and Reform America's Public Universities (01:35:00)</li></ol> <p>Watch content and then respond to the questions that appear on Carmen by June 8 for Module B.</p>
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<p>June 8 Module 3</p>	<p>The College Student Experience <i>Guest Speaker: Dr. Melissa Shivers, Vice President for 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"> <li>• The Role of Student Affairs in Student Learning</li> <li>• Why Colleges Should Get Rid of Fraternities for Good</li> <li>• Fancy Dorms Aren't the Main Reason Tuition is Skyrocketing</li> <li>• Lazy Rivers and Student Debt</li> <li>• Granite Countertops, Flat-Screen TVs, Fire Pits: The Surprising Story of How College Dorms Got Luxe</li> </ul> <p>Assignments:</p> <ul style="list-style-type: none"> <li>• Inside Higher Ed Discussion Prep: Prepare a one page bullet point list to post on Carmen that addresses an issue from the past week(s) with key points and questions for discussion.</li> <li>• Module B Post on Carmen.</li> </ul>
	<p>Self-Paced Content Module C: Free Speech on Campuses</p>	<p>View the following videos at the links posted on Carmen.</p> <ol style="list-style-type: none"> <li>1. All the Difference: Young American Men and Their College Experiences (01:22:54)</li> <li>2. University of Missouri Campus Protests: This is Just a Beginning (00:54:00)</li> <li>3. NPR <i>On Point</i> podcast: Higher Education and the Free Speech Debate (00:47:22)</li> <li>4. UCTV: Free Speech on Campus (00:56:11)</li> </ol> <p><a href="https://www.youtube.com/watch?v=KXN02pk_rjFM">https://www.youtube.com/watch?v=KXN02pk_rjFM</a></p> <p>Watch content and then respond to the questions that appear on Carmen by June 15 for Module C.</p>

<p>June 15 Module 4</p>	<p><b>Campus Safety</b> <i>Guest Speaker: Ms. Kellie Brennan, Title IX and Clery Coordinator, The Ohio State University</i></p> <p>Review and Discuss Policy Scan Assignment</p>	<p>Readings:</p> <ul style="list-style-type: none"> <li>• NYT DeVos’s Rules Bolster Rights of Students Accused of Sexual Misconduct</li> <li>• The Assault on Colleges – and the American Dream</li> <li>• Nine Things to Know about Title IX</li> <li>• Summary of the Jeanne Clery Act</li> <li>• The Intersection of Title IX and the Clery Act</li> </ul> <p>Video:</p> <ul style="list-style-type: none"> <li>• PBS NewsHour report "Assault on Campus" (00:06:02) <a href="https://www.youtube.com/watch?v=1BP7BN8DbII">https://www.youtube.com/watch?v=1BP7BN8DbII</a></li> </ul> <p>Assignments:</p> <ul style="list-style-type: none"> <li>• Public Policy Scan Due on Carmen.</li> <li>• Module C Post on Carmen.</li> </ul>
	<p>Self-Paced Content Module D: Diversity &amp; Inclusion</p>	<p>View the following videos at the links posted on Carmen.</p> <ol style="list-style-type: none"> <li>1. Generation Z Goes to College (01:01:06)</li> <li>2. Simon Sinek’s The Millennial “Problem” (00:15:00)</li> </ol> <p>Read the following content.</p> <ol style="list-style-type: none"> <li>1. Step Up &amp; Lead for Equity</li> <li>2. We All Live on Campus Now</li> </ol> <p>Watch/read content and then respond to the questions that appear on Carmen by June 22 for Online Module D.</p>

<p>June 22 Module 5</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>Readings:</p> <ul style="list-style-type: none"> <li>• Lumina, A Stronger Nation Ohio</li> <li>• Lumina, A Stronger Nation</li> <li>• UIA Vision Prospectus</li> <li>• We Can't Afford to be Quiet</li> <li>• Completion and the Value of College</li> </ul> <p>Assignments:</p> <ul style="list-style-type: none"> <li>• Module D Post on Carmen.</li> </ul>
	<p>Self-Paced Content Module E: Land-Grant Status</p>	<p>View the following videos at the links posted on Carmen.</p> <ol style="list-style-type: none"> <li>1. Buckeye Biography: Origins (00:10:18)</li> <li>2. The Nation's Pioneer Land-Grant University: Michigan State University (00:01:36)</li> <li>3. Cornell University: an Ivy-League University with a Land-Grant Missions (00:07:15)</li> <li>4. Patterson Land Grant Lecture (00:48:35)</li> <li>5. Teaching Excellence: The Essential Core of the Land-Grant Mission (00:41:44)</li> </ol> <p>Watch content and then respond to the questions that appear on Carmen by June 29 for Module E.</p>

<p>June 29 Module 6</p>	<p>Two-Year Colleges Today <i>Guest Speaker: Dr. John Berry, President, Central Ohio Technical College</i></p> <p>Inside Higher Ed discussion</p>	<p>Readings:</p> <ul style="list-style-type: none"> <li>• Everything You Need to Know about Community Colleges</li> <li>• The “Visiting Year”</li> <li>• The Catch-22 of Community College Graduation Rates</li> <li>• How Low Graduation Rates Camouflage Student Success at Community Colleges</li> <li>• Revised Data Shows Community Colleges Have Been Underappreciated</li> </ul> <p>Video:</p> <ul style="list-style-type: none"> <li>• CSCC Bond Issue Passes <a href="https://www.nbc4i.com/news/your-local-election-hq/columbus-state-bond-issue-21-passes/">https://www.nbc4i.com/news/your-local-election-hq/columbus-state-bond-issue-21-passes/</a></li> <li>• Graduation Rate Revealed: <a href="https://www.youtube.com/watch?time_continue=29&amp;v=nmJYhhUZxCE&amp;feature=emb_logo">https://www.youtube.com/watch?time_continue=29&amp;v=nmJYhhUZxCE&amp;feature=emb_logo</a></li> </ul> <p>Assignment:</p> <ul style="list-style-type: none"> <li>• Inside Higher Ed Discussion Prep: Prepare a one page bullet point list to be posted on Carmen that addresses an issue from the past week(s) with key points and questions for discussion.</li> </ul>
<p>July 6 Module 7</p>	<p>Class Presentations</p> <p>Class Wrap Up &amp; Moving Forward</p>	<p>Assignments:</p> <ul style="list-style-type: none"> <li>• Final Presentations on Zoom.</li> <li>• Final Paper Due on Carmen.</li> </ul>