

Saint Mary's University of Minnesota
Schools of Graduate and Professional Programs
Face to Face/Online
Politics and Policy in Higher Education
EDD852A
Spring 2021

Professor **Dr. Sonia Feder-Lewis**

Phone Please email rather than calling **Email** sfeder@smumn.edu

Course Credits

3 credits

Course Dates/Hours

Course Begins March 1, 2021 and ends April 25, 2020. All class meetings are online. We will Zoom weekly on Mondays, from 5-7 p.m. Central Time. Please try to make the Zoom meetings but they will be recorded. Zoom meetings will occur: March 1, 8, 15, 22, 29, April 5, and 12. The final class meeting will be arranged to accommodate the final assignment and may be only asynchronous.

Prerequisites or Concurrent Courses

Pre-req: EDD809, EDD821

Course Description

This course provides an overview of policy formulation in postsecondary institutions, including the role of boards, administrators, faculty, and students. The forces exerted by federal and state policy and regulatory agencies on both public and private institutions are examined. Related topics include policies on academic freedom, the future of the tenure system, faculty participation in institutional planning, and the effects of external and internal policy-making on financial planning.

Student Learning Objectives

Upon completion of this course, students are expected to be able to do the following:

1. Identify higher education policy issues.
2. Research higher education policy issues.
3. Analyze the components of identified higher education policy issues.

4. Understand the process of policy development.
5. Synthesize all elements of a problem into a clear, cohesive, and defensible policy.
6. Evaluate policy based upon constructed criteria.
7. Understand the role of lobbying in policy development and adoption.
8. Synthesize policy issues in the development of a lobbying effort.

Required Textbook

Bastedo, M. N., Altbach, P.G., & Gumport, P. J., Eds. (2016). *American higher education in the 21st Century: Social, political and economic challenges* (4th ed.). Johns Hopkins University Press. ISBN-13: 978-1421419909

Other Resources

As part of their leading of weekly discussions on topics in politics and policy in higher education, students will assign readings to the class. These readings will be shared by the students in Canvas.

Canvas Access

Canvas may be accessed from <https://smumn.instructure.com>

Technical Support

For technical support, contact our helpdesk at the following:

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| Email: | helpdesk@smumn.edu |
| Website: | Helpdesk |
| Phone: | 612-728-5100: x7800, local Twin Cities |
| Alt. Phone: | 866-437-2788; Choose HelpDesk menu option |

Student Expectations

- Students are expected to post weekly in Canvas in the Discussion area with their Reading Questions.
- Students are expected to be prompt and engaged in all collaborative assignments, treating each other with respect.
- Students will need to use PowerPoint or another similar software in order to present their final learning project.
- Students will need to use Panopto to record and present their final presentations.
- Students are expected to be able to use Zoom for synchronous video conferencing. This will require both audio and video.
- Students are expected to be thoughtful and respectful at all times in responding online, engaging in critical conversations with mutual good will.

Synopsis of Assignments

- **Weekly Discussion Questions, shared in Canvas.** In order to prepare for a very lively discussion when we meet, each student will share on Canvas three discussion questions about the readings for the week. These questions should each be accompanied by a thought-provoking quotation from the text that gives us a starting point and also an explanation of why the question is important to discuss. While we may not get to every question that gets raised, they will help us explore the topics at hand in some depth. 10 pts per week, 7 weeks = 70 pts. Total. (Objectives 1-7)
- **Weekly Discussion Leading.** Students, working in groups of 2 or more, will identify significant relevant issues in politics and policies in higher education, select appropriate articles focused on these topics, share those articles in advance with the class, and lead the conversation in the Zoom meeting on that topic and those readings. Students will sign up for the weeks they will lead and will select the topics. 30 pts each time; students must lead (as part of a team) twice = 60 pts. (Objectives 1-7)
- **Collaborative policy development.** In pairs or small groups [depending on the size of the class], students will select a current issue in modern higher education, develop a policy regarding some aspect that issue, and propose a way to see that policy to fruition, including a discussion of what a lobbying effort for this policy would entail. This assignment will take the form of an overview and PowerPoint presentation, either delivered via Zoom or recorded in Panopto in Canvas. 50 pts. (Objectives 1-7)
- **Case Studies in Policy and Politics.** Students will select a university and see how it has been shaped by several large policies and the accompanying political currents that shaped those policies. In conducting this research, you can draw on a variety of primary evidence, such as published documents from the university and other materials published surrounding changes or decisions made by the university, as well as scholarly articles and other scholarly sources discussing the policies or political influences on that university. The case study should describe the university that you are examining, discuss the policies and political movements that you will be studying in regard to this university, and then explore the influence and outcomes of these policies and political movements in regard to that university. The case study should be presented as an oral presentation, using presentation software such as PowerPoint, to be delivered either via video in Panopto or via a live Zoom session as a class. It should also be accompanied by a written script for the presentation, with full documentation. 70 pts. (Objectives 1-4, 6, 7).

Assessment of Student Performance/Grading Policies

Graduate Grading Scale

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| A 90-100% | 225-250 points |
| B 80-89% | 200-224 points |
| C 70-79% | 175 -199 points |
| NC Below 70% | Below 175 points |

Course Time Standards

EDD courses

Courses in the doctoral degree programs require a minimum of either 13 contact or instructional hours per credit. In addition, it is suggested that students invest three hours per contact hour in outside study.

University Conduct and Academic Policies

See the course Canvas site for a direct link to all University policies.

Writing Center and Library Services

See the course Canvas site for direct links to these departments.

Access Services for Students with Disabilities

Saint Mary's University is committed to ensuring that students with documented disabilities have access to equal educational programs and activities at the university. If you have, or believe you may have, a disability that may interfere with your ability to participate in the activities, coursework, or assessments of this course, you may be entitled to accommodations. Please contact Laura Lanning at accessservicesgpp@smumn.edu as early in the semester as possible to arrange a confidential discussion about your need for accommodations.

Topical Outline

| General Information Regarding the Schedule and Assignments |
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| <p>The table below outlines assignments and course content in a week by week format. The instruction on the course content may take the form of a Canvas discussion board forum, a conversation via some technology, a small podcast, a slide presentation with my commentary, a live chat office hour discussion, or a student led activity. The following table will provide a general structure.</p> <p>Some General Guidelines:</p> <ul style="list-style-type: none">• Weekly Discussion Question Posts are due on Mondays by 10 a.m., the first day of each Module/week, to allow them to be reviewed prior to the meeting.• Otherwise, due dates are as posted below. <p style="text-align: center;">Late Assignments Policy</p> <p>Students are strongly encouraged to submit work promptly and by the due dates. Your classmates are counting on you.</p> <p style="text-align: center;">Dates Below are Planned but Subject to Adjustment as the Term Progresses.</p> |

| Meeting Week/Module | Topics and Learning Activities | Reading and Assignments |
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| <p>Module 1 March 1-7</p> <p>All Class Sessions will be online via Zoom by Arrangement</p> | <p>Course Introduction</p> <p>An historical perspective on policy and politics in higher education.</p> <p>Academic Freedom</p> <p>Curriculum in Higher Education and Reform</p> | <p>Readings: Bastedo et al., Chapters 1-3.</p> <p>Assignments:</p> <p>Weekly Questions Due Monday, March 1 by 10 a.m.</p> |
| <p>Module 2 March 8-14</p> | <p>The Professoriate in the 21st Century</p> <p>Graduate Education</p> <p>Shared Governance and Leadership</p> <p>Topical Discussion, Led by Students</p> | <p>Readings: Bastedo et al., Chapters 4-6.</p> <p>Articles Selected by Student Discussion Leaders</p> <p>Assignments:</p> <p>Weekly Questions Due Monday, March 8 by 10 a.m.</p> |
| <p>Module 3 March 15-21</p> | <p>Higher Education Development</p> <p>The Federal Government and Higher Education</p> <p>The States and Higher Education</p> <p>Topical Discussion, Led by Students</p> | <p>Readings: Bastedo et al., Chapters 7-9.</p> <p>Articles Selected by Student Discussion Leaders</p> <p>Assignments:</p> <p>Weekly Questions Due Monday, March 15 by 10 a.m.</p> |

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| <p>Module 4 March 22-28</p> | <p>The Legal Environment</p> <p>Financing Higher Education</p> <p>Topical Discussion, Led by Students</p> | <p>Readings: Bastedo et al., Chapters 10 and 11.</p> <p>Articles Selected by Student Discussion Leaders</p> <p>Assignments: Weekly Questions Due Monday, March 22 by 10 a.m.</p> |
| <p>Module 5 March 29- April 4</p> | <p>Extending Opportunity and Perpetuating Privilege</p> <p>The Diversity Imperative</p> <p>Topical Discussion, Led by Students</p> | <p>Readings: Bastedo et al., Chapters 12 and 13.</p> <p>Articles Selected by Student Discussion Leaders</p> <p>Assignments: Weekly Questions Due Monday, March 29, by 10 a.m.</p> <p>Policy Presentation #1 by Students Due at Zoom Meeting.</p> |
| <p>Module 6 April 5-11</p> | <p>Learning and Teaching</p> <p>Technology in Education</p> <p>Topical Discussion, Led by Students</p> | <p>Readings: Bastedo et al., Chapters 14 and 15.</p> <p>Articles Selected by Student Discussion Leaders</p> <p>Assignments: Weekly Questions Due Monday, April 5, by 10 a.m.</p> <p>Policy Presentation #2 by Students Due at Zoom Meeting.</p> |

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| <p>Module 7</p> <p>April 12-18</p> | <p>Community Colleges</p> <p>States and Markets in Higher Education: Trends in Academic Capitalism</p> <p>Topical Discussion, Led by Students</p> | <p>Readings: Bastedo et al., Chapters 16 and 17.</p> <p>Articles Selected by Student Discussion Leaders</p> <p>Assignments:</p> <p>Weekly Questions Due Monday, April 12, by 10 a.m.</p> <p>Policy Presentation # 3 by Students Due at Zoom Meeting.</p> |
| <p>Module 8</p> <p>April 19-25</p> | <p>The Impacts of Politics and Policies in Practice:</p> <p>Case Study Presentations</p> | <p>Readings: No readings for this week.</p> <p>Assignments:</p> <p>Post your Case Study Presentation in the Discussion (use Panopto or a Narrated PowerPoint) by Tuesday, April 20th.</p> <p>Case Study Discussions in Zoom Class</p> |
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