

**Introduction to Higher Education**  
EDLD 613  
**Winter 2020**

<b>Course Information</b>	<b>In-Class Course Schedule</b>
Instructor: Jeff Grim Preferred Email: jgrim@umich.edu (or jgrim@emich.edu) Office Hours: by appointment (before or after class typically)	1/16 1/23 2/6 2/20 3/12 3/26
Class Time: Thursday 5:30PM – 8:20PM Room: Porter 300BC	<b>4/9 (not 4/16)</b>

**COURSE DESCRIPTION**

**Catalog Description**

An introduction to the study of higher education, including two- and four-year colleges and universities. The course is designed for persons interested in developing an understanding of the background, growth, purposes and practices of higher education in the United States.

**Course Objectives**

After completing this course students will be able to:

*Graduate Student Skills*

- Learn/utilize appropriate APA standards for scholarly writing
- Identify/search from various sources of information and scholarship on higher education
- Develop/articulate evidence-based arguments through written and oral communication

*Course Content*

- Differentiate and define distinct types and sectors of higher education
- Identify internal and external higher education stakeholders and their role in decision-making, policy formation, and campus community
- Analyze contemporary higher education issues through multiple lenses including, but not limited to, historical trends, organizational frameworks, and stakeholder perspective

**Guiding Questions**

The following questions should help guide your thinking and engaging with course material, in-class and online conversation, and

1. What is higher education?
2. Is/should higher education a right or privilege?
3. Is/should higher education be a private commodity or a public good?
4. Is higher education a mechanism for social equality or stratification?
5. What will/has to change about higher education in the short- and long-term future for it to be sustainable, equitable, and relevant?

## TEXTS

**Required Text** (all chapters are available electronically on Canvas)

Thelin, J. R. (2017). *American higher education: Issues and institutions*. Routledge.

### **Recommended**

7<sup>th</sup> Edition of the American Psychological Association Publication Manual (2019)  
(Recommended: Spiral Bound)

\* This is a new edition and we will be adhering to these guidelines for class.

### **Subscribe for Daily Updates:**

At the beginning of each in-person class time, we will spend time re-capping the week's current events in higher education so you should come prepared to share at least one current event. You may find these through the following periodicals:

- The Chronicle of Higher Education:  
<https://www.chronicle.com/subscribe?PK=M1224&cid=MH1WH1>
- InsideHigherEd.com: <https://www.insidehighered.com/content/sign-inside-higher-eds-newsletters>
- Diverse Issues in Higher Education: <http://response.diverseeducation.com/DiverseDaily>  
(I am hesitant because of a serious plagiarism issue that the magazine engaged in, but it is nonetheless, very appropriate content)

### **Videos**

Especially during online weeks, there are videos that will help connect course readings and practice. Some are interviews with online guest speakers, others are documentaries/YouTube clips. These should be considered a 'required' reading for that week.

## COURSE PROCESS AND REQUIREMENTS

This course will incorporate a variety of online and in-person activities to engage all students in the learning process around the context of American higher education.

### **Course Engagement**

The learning in the course will be completely determined by individual effort and group engagement. *Students are expected to complete all of the required readings and be prepared to actively participate in the classroom and online discussions.* I believe that all of us (students and instructor) have much to gain and contribute to the knowledge of our fellow "co-learners" and we will only get the most out of the experience if we are both physically and intellectually present to contribute, listen, reflect, and process. Class participation is expected and will count in the final grade. If you have any questions about your participation grade during the semester, please email the instructor to ask for an update.

Especially since the course will only formally meet ~7 times throughout the semester, it is incredibly important for all students to be in attendance. If there is a reason you are unable to make a class, engage in an online activity on time, or turn an assignment on the due date – please let the instructor know in advance. *More than one absence in class or failure to engage in online activities constitute grounds for failure in the course.*

## Canvas

The canvas course management software will be the main mode of interacting with course materials. If you are new to this website, be sure to read/watch tutorials of how to access and engage with it appropriately by the first week of class. Since this is a hybrid course, a significant portion of learning will take place through this online medium and will be essential to your course success. (FYI: There is also a downloadable smartphone/tablet application). In the canvas site you will find:

- The syllabus (and any updated modifications)
- Electronic course readings
- Online message boards and other activities required for course participation
- Other course documents such as PowerPoints, etc.
- Course videos under the “module” section
- I will communicate with all co-learners about course announcements through the messaging function, so ensure messages are forwarded to your email or you check the site regularly
- All assignments (unless alternative directions are given) will be uploaded through the appropriate assignments folder on Canvas.
- Feedback (unless alternative methods are given) on assignments will be given from me on Canvas

## Instructor Communication

As a part-time lecturer only teaching one course, I do not have specified office hours but can be available for phone calls, skype conversations, or in-person meetings by request. For all communication please use the [jgrim@umich.edu](mailto:jgrim@umich.edu) email address (even though I also have [jgrim@emich.edu](mailto:jgrim@emich.edu)). I will try to respond within 24-48 hours (Monday – Friday) and will expect the same from you. Similar to you, this course is not my main work (or life) responsibility, but also similar to you – I take my work, communication, and our mutual course success very seriously. I will be in communication ASAP if there are emergencies or unplanned events that may take precedent to my role and I would expect the same from all other co-learners.

## Course Behavior

In order to fully engage with the course (either in-person or online) students should adhere to the following principles for respectful discourse:

- Respect differences of culture, background, opinion, and communication style.
- Explain statements and ideas with readings from class, scholarship outside of class, and personal experiences (understanding the limitation of personal experiences extending to generalized data and facts).
- In programs and courses like this, there are usually students with both little and significant professional experiences. Use this range of experiences to enhance the course experience by being willing to listen, ask questions, and share.
- Encourage an environment where different points of view are welcomed, respected, and valued as an opportunity to learn and grow.
- When disagreeing or confused with a co-learner, ask questions for clarification before engaging in civil dialogue.

- Recognize that while in this course we are all co-learners we also carry multiple roles outside of the course that may be, or may not, conflict with course interactions. For example, there may be supervisor/supervisee or other relationship dynamics that could influence the learning experience. Be respectful of the multiple roles we all hold inside and outside of this class environment.
- Self-monitor “air time” to ensure all co-learners are able to share ideas and thoughts. If you notice you are talking more and worried about your participation grade if you engage less, please talk to the instructor.

For additional information about the Student Code of Conduct:

<http://www.emich.edu/studentconduct/>

### **In-Class Technology Use**

Except in pre-approved circumstances (family emergencies, on-call responsibilities, etc.) cell phones should not be used in class except on breaks. Additionally, when engaging in lectures or group discussions, *lap top computers/tablets should not be used in class (unless previously discussed with the instructor)*. Why? “When college students use computers or tablets during lecture, they learn less and earn worse grades” explained here:

<https://www.brookings.edu/research/for-better-learning-in-college-lectures-lay-down-the-laptop-and-pick-up-a-pen/>

For a few more reasons:

[https://www.washingtonpost.com/news/wonk/wp/2016/05/16/why-smart-kids-shouldnt-use-laptops-in-class/?utm\\_term=.f0cff127e808](https://www.washingtonpost.com/news/wonk/wp/2016/05/16/why-smart-kids-shouldnt-use-laptops-in-class/?utm_term=.f0cff127e808)

<http://www.chronicle.com/article/An-Instructor-Saw-Digital/239841>

<https://twitter.com/TahanyAls/status/854021491083685888/photo/1>

### **Academic Writing**

All written assignments must adhere to the 7<sup>th</sup> edition of the American Psychological Association (APA) publication manual. For many of you, this may be one of your first courses in graduate school and using this writing format. I will help you learn APA writing as quickly as possible, but as we progress, I will expect a higher degree of mastery with accompanying consequences. I recommend using the Purdue OWL website:

[https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_style\\_introduction.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html) (note this will be updated early Spring 2020 to reflect APA changes) and/or purchasing the 7<sup>th</sup> Edition APA Publication Manual for reference.

Written assignments should be double-spaced with 1” margins and use 12-point Times New Roman font. A title page is required, but an abstract is not. Papers should be submitted in the appropriate Canvas assignment box in .doc or .docx format (not .pdf), unless additional instructions are given. Page limits will be enforced through paper evaluation.

The typical extensive feedback I provide is designed to improve writing and scholarly thinking. Because evaluating writing takes a significant portion of time, some of the feedback may be direct and seem short or curt, but the intention is always to develop and grow writing mastery.

For writing assistance, the University Writing Center (115 Halle Library; 487-0694) offers one-to-one writing consulting for both graduate students. Students are encouraged to come to the UWC at any stage of the writing process. <http://www.emich.edu/uwc>

### **Academic Honesty Policy**

Plagiarism occurs when a writer deliberately passes off another's words or ideas without acknowledging their source. If you plagiarize in this class, you will likely fail the assignment and your case may be passed to the university for additional disciplinary action. It is incredibly important, especially as you are beginning to learn (and/or perfecting) APA style and graduate-level writing, to ensure you are citing appropriate resources and ideas that are not your own.

Each student is responsible for knowing and complying with the academic honesty policy for the University. This instructor will approach each person's submitted work as the originator's declaration of original efforts. For more information, here are some additional resources:

- [https://www.emich.edu/library/help/tutorials/assets/plagiarism/story\\_html5.html](https://www.emich.edu/library/help/tutorials/assets/plagiarism/story_html5.html)
- <http://www.emich.edu/facdev/teach-resources/plagiarism.php>

### **Religious Observances**

I understand and respect students that have to miss class for religious observances or traditions. After receiving the syllabus, students have one week to email the instructor of any necessary adjustments that should be made due to religious holidays/observances.

### **Late Assignments**

Students are expected to submit assignments on the pre-determined dates by 11:59PM. If there are situations where one cannot complete an assignment on time, please notify the instructor with advanced notice and genuine reasons as to why and a proposed course of action. As a general rule, expect that late assignments will receive a deduction in points. \*Note the assignment *due date* and *close date* may be different on the canvas submission link.

### **Revisions**

Assignments are not just evaluative activities, but also a tool for learning. My primary concern in the course is your learning and your ability to become a better writer, graduate student, scholar, and practitioner. If a revision is allowed by the instructor, *ALL* feedback must be taken/corrected in order to regain points. Revisions are submitted in a *new* canvas folder or emailed to the instructor but will *not replace the original submission*. The ability to do revisions on an assignment will be on a case-by-case basis but will not be granted for the final assignment of the course.

### **Extra Credit**

Students may propose an extra credit assignment to the instructor, but the assignment must be related to the course outcomes and material. It also must be mutually approved (via email).

### **Accessibility**

It is my goal that this class be an accessible and welcoming experience for all students, including those with disabilities. If you have trouble participating or effectively demonstrating learning in this course, please meet with me as soon as possible to discuss potential options or adjustments.

During our discussion, I may suggest the possibility/necessity of your contacting the DRC (246 Student Center; (734) 487-2470; swd\_office@emich.edu) to talk about academic accommodations. Please let me know as soon as possible if you need any modifications.

### **Change Policy**

The instructor reserves the right to alter information in this syllabus as needed to enhance the learning outcomes of the course. When, or if changes are necessary, they will be announced in advance and students will have appropriate time to make adjustments. Students may also propose changes to an assignment, readings, etc. if there are alternative methods of learning that would be optimal.

### **Copyright Statement**

The materials used in this course are copyrighted. The content presented is the property of EMU and may not be duplicated in any format without permission from the instructor. This material may not be used for any commercial purposes nor may it be used as instructional material in a course outside Eastern Michigan University without permission. Content includes but is not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless permission is expressly granted. Students violating this policy may be subject to disciplinary action under the EMU Conduct Code.

<b>COURSE ASSIGNMENTS</b>
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**Message Board Postings**

1/15	Introduction	10 Points
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*Introduction*

In the message board provide a brief introduction of yourself either using video or text (with an attached picture) that addresses the following information:

- Preferred Name
- Pronouns
- Any previous institutions and degrees
- Past & current work experience
- Scholarly and/or practical interests in higher education
- Which program you are in and when you started
- What you are looking forward to learning in the class
- A fun fact not related to higher education you would like the class to know

**Personal Experiences & Understanding of Higher Education**

1/22	Page Length: 5-7 pages	40 Points
2/12	(Optional) Revision	-

The beauty and curse of studying higher education is that we all have our own histories and experiences with going to college. Studying something that is commonly experienced can often give a false sense of proficiency. Just because one experiences a phenomenon does not guarantee generalizability to people from different backgrounds/identities or different contexts.

Additionally, the experience of a phenomenon does not grant expertise in the contextual nuances and variability. For example, if you ask a single father going to Washtenaw Community College part-time about his ‘experience’ of college compared to a 19-year-old undocumented student attending Eastern Michigan University full-time, or a 32-year-old Air Force veteran taking online classes at Capella University; you will likely find that these experiences vary based on their social identities and contexts. For these reasons, it is important to recognize how your experiences and background create your specific lens of which you view higher education. It is my hope that this paper serves as a framing for you to reflect on throughout the semester as you encounter different and new issues, aspects, and institutional types of higher education.

Even though this is a reflective essay, **it is not an informal writing assignment.** You should still adhere to all APA guidelines including citing and referencing sources. It is appropriate and necessary to use “I” statements, since this is a personal reflection essay. I encourage you to use headings for different sections to distinguish sections, but the sections should have appropriate coherence with necessary transitions.

### *Description of Assignment*

In 5-7 pages, please address the following prompts in a coherent essay:

#### Background

- *What are your personal experiences with higher education?*
  - Provide a brief (narrative) timeline/summary of experiences in higher education
    - Where did you attend and why?
    - Were there any influential experiences or moments?
  - Did your family/friends attend higher education? What were their experiences? Were you the first in your family to attend college?
  - Where did you get information about college before you attended?
  - And where did you get your information about being successful during your time in college?
  - How have these experiences shaped your understanding of higher education?
  - How have your views of higher education changed since you attended/graduated higher education?
- *What do you want to be your future in higher education?*
  - What topics interest you about higher education?
  - What functional area/occupation are you most interested in working?
  - What do you hope to learn and give back to higher education?
  - What are your career (and any other) goals with your degree?

#### **Content Integration Papers (2)**

<b>Due Date</b>	<b>Assignment</b>	<b>Points</b>
2/19	State & Federal Policy Integration Paper	25 Points
3/18	Professional Integration Paper (Week 6, 9, or 11)	25 Points

#### *State & Federal Policy Reflection Paper*

In order to prepare for the potential policy visit day in Lansing, you should summarize (in your words) the readings for this week and conclude with any remaining questions you have about federal/state policy along with questions you want to ask state policymakers. The paper should be 2-3 pages in length.

#### *Professional Integration Paper*

For this assignment you will write a brief paper designed to integrate content from a specific week and your practical work experience/career goals. For example, understanding faculty responsibilities (research, teaching, and service) can be helpful in practitioner roles that directly work with faculty (living/learning programs, academic advising, bridge programs, etc.). An exemplar paper would *integrate* all readings/materials from a specific week, student reflections on practitioner work as living/learning hall director. Even though these short papers are reflective in nature, they should still adhere to APA formatting and range from 2-3 pages in length. Be sure to include direct references to course materials and any related recent current even articles.

### Policy Position Assignment

3/11	Annotated Bibliography	20 Points
4/9	Debates	20 Points
4/15	Group Policy Paper (10-12 pages)	40 Points

Over the semester you will understand how institutions are influenced from internal and external stakeholders. For your summative assignment, you will develop and articulate a coherent position for a specified policy. Through this assignment you will learn how to research scholarship, craft a review of literature, and advocate for a specific policy. The total project consists of three different assignments that you will work together on with your assigned group.

For this assignment you are asked by The Michigan Senate Subcommittee for Higher Education or the EMU Board of Regents to prepare a policy position paper on a recommendation they should take for a specific complex policy issue. You will need to research the history of the problem, comparable contexts and solutions, and empirical research related to the issue.

#### *Policy Topics*

- Should EMU privatize housing facilities and residence life operations in order to reduce overall operational costs?
- Should the state of Michigan should allow community colleges to offer bachelor's degrees?
- Should the federal government subsidize college tuition at public universities for families earning under \$125,000/year?

#### *Annotated Bibliography*

In order to prepare for your policy position paper, you will need to search for both supportive and contradictory literature relevant to your position on your topic. You will have to create a bibliography (using APA standards for publication) that should be used for your policy position paper. Along with each reference, write a short paragraph that summarizes the article and explains why you chose this piece for your argument. You should organize the bibliography in sections based on source type (i.e., journal articles, reports, books, opinion articles, and international perspectives).

Please include the following sources in your annotated bibliography:

- At least 5 empirical peer-reviewed journal articles
  - At least 2 reports from a policy think tank or government agency
  - At least 2 books (as long as they have one relevant chapter) about the subject
  - At least 4 opinion or periodical articles
  - At least 2 sources from an international perspective
- = Total (at least) 15 references

### *Policy Presentations*

Each team member is required to present their argument for **20 minutes** (each person on the team should participate in the presentation). Depending on your topic this would be a presentation for either the EMU Board of Regents or the Senate Higher Education Committee for the State of Michigan. After each presentation there will be 10-15 minutes of questions from the audience. PowerPoint presentations should be uploaded to canvas before the start of class.

### *Policy Position Paper*

For your summative assignment in the class, you will be asked to write a policy position paper (10-12 pages) advocating for a specific policy recommendation to your respective external stakeholders. You should include the following:

- An introduction that defines the policy problem and your stance
- History of the issue with perspectives from multiple stakeholders
- A synthesized review of the empirical literature and comparable contexts related to the policy issue
- Address potential arguments against your proposal
- 2-3 innovative policy recommendations
- Persuasive conclusion that addresses the audience needs and perspectives

As an example, refer to the *Better Together: Policies That Link Children's Savings Accounts With Access Initiatives to Pave the Way to College* or other reports from the Institute of Higher Education Policy: <http://www.ihep.org/research/publications>

### *Individual Contribution Reflection*

Each person is required to submit a short reflection (via canvas) that outlines their contribution to the entire policy position assignment and any group behaviors I should be aware of.

<b>COURSE ASSESSMENT</b>
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**Class Participation (20 points)**

By 4/8 you will explain how many points you believe you earned in the course on the “Participation” assignment on canvas. Participation will be based on the following:

- Attend in-person class sessions and engage online throughout all activities
- Demonstrate familiarity with the readings
- Contribute insightful, relevant comments and serve as a catalyst for class discussion
- Effectively contribute to the comments of others
- This may also include pop-quizzes in class to engage with course materials (if there is a need to encourage reading and preparedness for class)

The final grade for this class will be determined using the following point system:

<b>Date</b>	<b>Assignment</b>	<b>Points</b>	<b>Points Earned</b>
1/15	Message Board Introduction	10	
1/22	Personal Experiences & Understanding of Higher Education Essay	40	
2/12	(Optional) Revisions of First Essay	-	
2/19	State & Federal Policy Integration Paper	25	
3/11	Annotated Bibliography	20	
3/18	Professional Integration Paper	25	
4/8	Participation Reflection	20	
4/9	Debate Preparedness	20	
4/15	Group Policy Position Paper	40	
4/15	Individual Contribution to Policy Project Reflection	-	
	Any Extra Credit Earned		
	Total	200	

**Grade Scale**

<b>Points</b>	<b>Grade</b>	<b>Points</b>	<b>Grade</b>
200-185	A	164-157	B-
184-177	A-	156-151	C <sub>+</sub>
176-171	B+	150-145	C
170-165	B	144-137	C-

<b>WEEKLY TOPICS AND READING ASSIGNMENTS</b>
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Because there is never a void of material/issues to discuss about higher education, my aim is for the course to be comprehensive enough to provide a strong conceptual knowledge of specified learning outcomes and flexible enough to respond to emerging topics and current events. In particular I have created the course to cover internal and external influences that shape how institutions work – and will work in the future.

Week	Date	Subject
<b>Unit 1: Introductions &amp; Introduction to American Higher Education</b>		
1	1/9	Introductions / Syllabus / APA Standards
2	1/16	History of Higher Education

<b>Unit 2: Internal Influences</b>		
3	1/23	University Governance: Corporate Control or Shared Governance?
4	1/30	Structure of Knowledge: Disciplines, Fields, and Professions
5	2/6	Faculty Professionalization: Academic Freedom, Tenure, & Expectations
6	2/13	Faculty Responsibilities & Experiences

<b>Unit 3: External Influences</b>		
7	2/20	State & Federal Policy of Higher Education
8	2/27	Spring Break
9	3/5	Show Me the Money: Fundraising & Development
10	3/12	Quality Control: Accreditation and Rankings

<b>Unit 4: Moving Forward</b>		
11	3/19	Institutional Policy & Response: Student Activism
12	3/26	Institutional Policy & Response: Budgeting
13	4/2	Future of Higher Education
14	4/9	Policy Position Debates
15	4/16	Future of Higher Education Continued...

<b>Week 1</b> 1/9	<b>Introductions &amp; Introduction to American Higher Education &amp; Introduction to APA</b>
<b>Guiding Question</b>	
<ul style="list-style-type: none"> <li>• What is Higher Education and who is it for?</li> <li>• What are institutional types of higher education?</li> </ul>	
<b>Readings</b>	
<ul style="list-style-type: none"> <li>• Read the syllabus &amp; watch introductory video</li> <li>• Watch the APA tutorial</li> <li>• Thelin Chapter 1: Introduction: Higher Education Inside &amp; Out</li> </ul>	

<b>Assignment(s) Due:</b>	
<b>Week 2</b> 1/16	<b>Brief History of American Higher Education</b>
<b>Guiding Questions</b>	
<ul style="list-style-type: none"> <li>• How did internal and external constituents change over time in higher education?</li> <li>• What historically significant events/phenomenon still impact our institutions, students, faculty, and staff?</li> <li>• What are some the complexities of American education regarding institutional type?</li> <li>• What remaining questions do you have about APA writing style?</li> </ul>	
<b>Readings</b>	
<ul style="list-style-type: none"> <li>• Geiger Chapter 1: The Ten Generations of Higher Education</li> <li>• Beach Chapter 1: The Creation and Institutionalization of Junior Colleges in the United States, 1900-1980s</li> </ul>	
<b>Assignment(s)</b>	

<b>Week 3</b> 1/23	<b>Organizational Leadership: Shared Governance or Corporate Control?</b>
<b>Guiding Questions</b>	
<ul style="list-style-type: none"> <li>• What are the unique roles, responsibilities, and obligations of college governing boards? How do these look different in different contexts?</li> <li>• How have external influences shaped higher education leadership?</li> <li>• What are the complexities that higher education leaders face?</li> </ul>	
<b>Readings</b>	
<ul style="list-style-type: none"> <li>• Thelin Chapter 6 (p. 122-139): Governance and Organization: Structures &amp; Cultures</li> <li>• Vedder (2013) – Governing Boards ...</li> <li>• Seltzer (2019) – Maryland Lawmakers Proposes Board Changes</li> </ul>	
<b>Assignment(s)</b>	
<ul style="list-style-type: none"> <li>• Personal Experiences of Higher Education Essay</li> <li>• Have questions for Guest Speaker(s): <ul style="list-style-type: none"> <li>○ EMU Regent: Alexander Simpson <a href="http://www.emich.edu/regents/regentspages/simpson.php">http://www.emich.edu/regents/regentspages/simpson.php</a></li> <li>○ Otero Junior College President, Dr. Tim Alvarez <a href="https://www.ojc.edu/about/president/">https://www.ojc.edu/about/president/</a></li> </ul> </li> </ul>	

<b>Week 4</b> 1/30	<b>Structure of Knowledge: Disciplines, Fields, &amp; Professions</b>
<b>Guiding Questions</b>	
<ul style="list-style-type: none"> <li>• What is the difference between disciplines and fields?</li> <li>• How does distinctions between disciplines, fields, application, and prestige create academic organization structures (i.e., schools, colleges, departments, institutions, etc.)?</li> </ul>	
<b>Readings</b>	

<ul style="list-style-type: none"> <li>• Abbott (2002) – The Disciplines and the Future</li> <li>• Rojas (2007) – From Black Power to Black Studies</li> <li>• Neem (2019) – Abolish the Business Major</li> </ul>
<b>Assignment(s)</b>

<b>Week 5</b> 2/6	<b>Faculty Professionalization: Academic Freedom, Tenure, &amp; Expectations</b>
<b>Guiding Questions</b>	
<ul style="list-style-type: none"> <li>• How does academic freedom benefit and/or detract from: <ul style="list-style-type: none"> <li>○ Student Success</li> <li>○ Institutional Governance/Leadership</li> <li>○ Democracy</li> </ul> </li> <li>• What are the boundaries of academic freedom with social media? Political influence? Classroom teaching? Individual behaviors and actions?</li> </ul>	
<b>Readings</b>	
<ul style="list-style-type: none"> <li>• Thelin Chapter 5 Faculty and the Academic Profession p. 95-110, 117-119</li> <li>• Stanley (2018) – Fascism and the University</li> <li>• Listen to the podcast from AVP of Academic Human Resources @ EMU: Dr. David Woike</li> </ul>	
<b>Assignment(s)</b>	

<b>Week 6</b> 2/13	<b>Faculty Responsibilities: Research, Teaching, and Service</b>
<b>Guiding Questions</b>	
<ul style="list-style-type: none"> <li>• What are the diverse responsibilities of faculty?</li> <li>• How do these responsibilities change depending on the faculty role? Discipline? Institution? Professional level? Social identity?</li> <li>• How do professional norms of student affairs and faculty contribute to challenges with student/academic affairs collaboration?</li> </ul>	
<b>Readings (In order)</b>	
<ul style="list-style-type: none"> <li>• Gonzales (2018) – Subverting &amp; Minding Boundaries-The Intellectual Work of Women</li> <li>• Sam &amp; Kezar (2014) – Contingent Appointments and the Diminishing Voice, Agency, and Professionalism of Women</li> <li>• Watch Interview with Dr. Leslie Gonzales (Uploaded on Canvas) (<a href="https://www.educ.msu.edu/search/Formview.aspx?email=gonza645%40msu.edu">https://www.educ.msu.edu/search/Formview.aspx?email=gonza645%40msu.edu</a>) <ul style="list-style-type: none"> <li>○ Video in Modules Tab</li> </ul> </li> </ul>	
<b>Assignment(s)</b>	
<ul style="list-style-type: none"> <li>• Personal Experiences in Higher Education Essay Revision (Optional)</li> </ul>	

<b>Week 7</b> 2/20	<b>Federal &amp; State Policy</b> (Potential Lansing Trip)
<b>Guiding Questions</b>	
<ul style="list-style-type: none"> <li>• How does the public or private nature of an institution's governance influence its relationship with policy?</li> <li>• What are the boundaries and responsibilities of federal and state policy?</li> <li>• Should government have 'carrots' or 'sticks' in attempting to shape higher education?</li> </ul>	
<b>Readings</b>	
<ul style="list-style-type: none"> <li>• Thelin Chapter 9: Public Policies: The Campus and Federal, State, and Local Governments (208-217)</li> <li>• AASCU (2019) – Top Ten Higher Education Policy Issues</li> <li>• MASU (2018) – Michigan Higher Education Public Policy Agenda (<i>skim</i>)</li> <li>• And MASU Additional Documents: <ul style="list-style-type: none"> <li>○ SHEEO Joint Initiative</li> <li>○ Michigan Policy Sheet</li> </ul> </li> </ul>	
<b>Assignment(s)</b>	
<ul style="list-style-type: none"> <li>• State &amp; Federal Policy Integration Paper</li> </ul>	

<b>Week 8</b> 2/27	<b>Spring Break</b>
<b>Assignment(s)</b>	

<b>Week 9</b> 3/5	<b>Show me the Money: Fundraising &amp; Development</b>
<b>Guiding Questions</b>	
<ul style="list-style-type: none"> <li>• How do alumni and donors influence institutional policy and actions?</li> <li>• What are the ethical implications for accepting private monies for institutional progress?</li> <li>• What should higher education/student affairs professionals know about fundraising?</li> </ul>	
<b>Readings</b>	
<ul style="list-style-type: none"> <li>• Thelin Chapter 10 (p. 233-245): Fund-raising and Philanthropy: The Nonprofit Sector</li> <li>• Jaschik (2019) – Why did the University of Alabama return millions to donor?</li> <li>• Garvey &amp; Drezner (2019) – Towards a Culturally Inclusive Understanding of Alumnx Philanthropy</li> <li>• Watch Interview w/ Arlene Manthey, Leadership Gift Officer at Southern Methodist University</li> </ul>	
<b>Assignment(s)</b>	

<b>Week 10</b> 3/12	<b>Quality Control: Accreditation and Rankings</b>
<b>Guiding Questions</b>	

<ul style="list-style-type: none"> <li>• How is quality defined? How does that agree with your definition? What are the multiple measures of quality? How do you ‘measure’ quality?</li> <li>• What are the positive and negative outcomes of self-studied/peer-reviewed accreditation?</li> <li>• What are the methodologies of college ranking systems? Who do they benefit?</li> </ul>
<p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• CHEA (2015) – An Overview of U.S. Accreditation</li> <li>• Kutner (2014) – How to Game College Rankings</li> <li>• Kelderman (2018) – Is Climbing the Carnegie Research Rankings Worth the Price Tag?</li> <li>• Review (<i>skim</i>) 1 of 2 Accreditation Self-Study Reports: <ul style="list-style-type: none"> <li>○ (Last name A-N) Colorado State University: <a href="https://accreditation.colostate.edu/self-study-report/">https://accreditation.colostate.edu/self-study-report/</a></li> <li>○ (Last Name N-Z) Howard University: <a href="https://www2.howard.edu/sites/default/files/HU%202009%20Self-Study%20Report.pdf">https://www2.howard.edu/sites/default/files/HU%202009%20Self-Study%20Report.pdf</a></li> </ul> </li> </ul>
<p><b>Assignment(s):</b></p> <ul style="list-style-type: none"> <li>• Annotated Bibliography</li> </ul>

<b>Week 11</b> 3/19	<b>Institutional Policy &amp; Response: Student Activism</b>
<p><b>Guiding Questions</b></p> <ul style="list-style-type: none"> <li>• How has student activism, throughout history, shaped institutional policy? Larger societal conversations?</li> <li>• How do external and internal stakeholders influence student activism?</li> <li>• Should student activism be encouraged? Diffused?</li> <li>• In what ways should institutions respond to student activists?</li> </ul>	
<p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• Wheatle &amp; Commodore (2019) – Reaching Back to Move Forward</li> <li>• Squire at al (2019) – Institutional Response as Non-Performative-What University Communications (Don’t) Say About Movements Toward Justice</li> <li>• Watch Interview with: <ul style="list-style-type: none"> <li>○ Naomi Sigg, Director of Multicultural Affairs &amp; Student Activist Fatima Rahman at Case Western University <a href="https://case.edu/studentlife/multicultural/about/meet-our-staff/naomi-sigg">https://case.edu/studentlife/multicultural/about/meet-our-staff/naomi-sigg</a></li> </ul> </li> </ul>	
<p><b>Assignment(s)</b></p> <ul style="list-style-type: none"> <li>• Professional Integration Paper</li> </ul>	

<b>Week 12</b> 3/26	<b>Institutional Policy &amp; Response: Budgeting</b>
<p><b>Guiding Questions</b></p> <ul style="list-style-type: none"> <li>• What are the most prominent sources of income and expenditures of institutions?</li> <li>• How does income/expenses differentiate based on institutional type?</li> <li>• In what ways do internal and external forces influence institutional budgeting?</li> </ul>	

<b>Readings (In order)</b> <ul style="list-style-type: none"> <li>• Thelin Chapter 7: Fiscal Fitness: Budget &amp; Finances</li> <li>• Barr &amp; McClellan Chapter 2: Primary Elements of the Budget: Revenue &amp; Expenses</li> <li>• Hazelrigg (2019) – Faculty Group at Alaska’s Anchorage Says Fairbanks Should Bear the Brunt of State Cuts</li> </ul>
<b>Assignment(s)</b>

<b>Week 13</b> 4/2	<b>Future of Higher Education</b>
<b>Guiding Questions</b> <ul style="list-style-type: none"> <li>• What did the ‘future’ of higher education look like 20 years ago? 50 years ago?</li> <li>• What are major external phenomena that may shape higher education?</li> </ul>	
<b>Readings (In order)</b> <ul style="list-style-type: none"> <li>• Thelin Chapter 14: Conclusion: Beyond Business as Usual</li> <li>• Watch video compilation</li> </ul> Short Periodical Articles: <ul style="list-style-type: none"> <li>• Mega-Universities are on the Rise</li> <li>• Higher Edonomics</li> <li>• Survey shows public support and qualms about higher education</li> <li>• The University Run Amok!</li> </ul>	
<b>Assignment(s)</b>	

<b>Week 14</b> 4/9	<b>Policy Debates</b>
<b>Assignment(s)</b> <ul style="list-style-type: none"> <li>• Participation Reflection</li> </ul>	

<b>Week 15</b> 4/16	<b>Final Papers Due</b>
<b>Assignment(s)</b> <ul style="list-style-type: none"> <li>• Group Policy Position Paper</li> <li>• Individual Contribution to Project Reflection</li> </ul>	