EPE 680

THE POLITICS OF HIGHER EDUCATION

Fall Semester 1999: University of Kentucky
Instructor: John Thelin
Thursday Evenings, 4:00 to 6:30 in Dickey Hall 353

Prospectus:

This graduate course is a topical seminar intended to introduce a broad range of political and public policy themes associated with higher education. In addition to surveying the respective roles of federal, state, and local governments in shaping American colleges and universities, we shall consider the following topics:

- Liturgies and rituals of legislation and policy formulation
- Regulation and legislation: some comparisons between business and higher education in government relations
- Changing meanings of "public" and "private" institutions
- State and regional differences in policies for and support of higher education
- Connections among colleges, universities and other non-profit agencies
- The impact of commission reports on campus policies and practices
- Landmark legislation that has influenced colleges and universities -- both directly and indirectly
- Lobbying in higher education, including national associations and the One DuPont Circle cluster in Washington, D.C.

The topics and readings are intended to have you think critically and knowledgeably about the varied external relations that colleges and universities cultivate or inherit. This usually means institutional involvement with numerous organizations, and groups beyond the campus. Also, the course provides a glimpse at the ways in which higher education is seen (and, ignored) by groups in politics, business, and government.
Readings and Required Texts: Please purchase the following required works:


- **The Almanac of Higher Education for 1995**

- The Carnegie Foundation for the Advancement of Teaching, *The Control of the Campus: A Report on the Governance of Higher Education*

- George Roche, *The Fall of the Ivory Tower: Government Funding, Corruption, and the Bankrupting of American Higher Education*

Supplementary Readings and Documents: Selected readings and reports will be available either on reserve or as hand-outs. Some examples of the kinds of work I plan to place on reserve include the following studies and documents:

- Peter Schirmer, Michael Childress, and Charles Nett, *$5.8 Billion and Change: An Exploration of the Long-Term Budgetary Impact of Trends Affecting the Commonwealth* (Kentucky Long Term Policy Research Center)


Also, copies of some recent news articles will be handed out at class meetings.

Course Format: Each class session will be a combination of discussion, lecture, and student presentations. I propose we study higher education, politics, and public policy on several levels:

First, the course will attempt to provide an introductory survey of the field -- a dimension that neither assumes nor requires a graduate student to have prior study or professional experience with the topic.
Second, although much of our study of state level public policy will deal with generalizations that describe similarities among the various states, I want to make certain that we step beyond both our abstractions and our immediate state environment to be aware of nation-wide and regional differences in how states view colleges and universities; this will provide a base for re-formulating generalizations.

Third, although many of the readings and discussions will focus on recent episodes and developments, an underlying emphasis of the course is to provide historical context that fuses past and present policies.

Fourth, you will be allowed and encouraged to develop a particular focus in your readings and research; early in the semester I will meet with each of you to discuss your particular areas of interest. As part of this "tailored" approach, you will be expected to present your individual research to the class and to lead a seminar discussion that connects your topic to the over-riding themes of the course.

Assignments and Evaluations: You are expected to attend all class meetings and to participate actively in class discussions. Reading assignments for each week should be completed prior to class meeting. Your semester grade also will be based on your work on a major paper, a group project, and essay assignments. Please be certain to keep a back-up copy of all your papers.

Assignments will be weighted as follows for determining a student's grade in the course:

- Assignment No. 1, a critical essay on the role of the Federal Government in Higher Education, will have a weight of "1"

- Assignment No. 2, an analysis of student financial aid policies and programs, will have a weight of "1"

- Assignment No. 3: A project and group presentation dealing with state policy and higher education in Kentucky will have a weight of "1"

- Assignment No. 4: a research paper will have a double weight of "2"

- Contributions to class discussions and presentations will have a weight of "1"

Office Hours: My office is 136A Taylor Building at the University of Kentucky, Lexington campus. My E-Mail address is as follows: "JTHELIN@POP.UKY.EDU" Office telephone is (606) 257-4996. The Departmental FAX number is (606) 257-3178. I will hold office hours from 3:00 to 4:00 prior to class meeting and after class. In addition to these regular hours I am available to meet with you by appointment.
Calendar and Readings for Fall Semester 1999

01 August 26th: Introduction: Rituals of Politics & Policies

Readings:


* Hand out Inventory (due at end of class meeting today)

02 September 2nd: Capitols & Campuses: A Variety of Relationships

Readings:


George Roche, The Fall of the Ivory Tower
   ch. 1, "Colleges in Crisis"
   ch. 2, "Government and Higher Education"


* Hand out Assignment No. 1 (due September 16th)
September 9th: Capitols and Campuses: Continued
The Federal Government and Higher Education

Readings:


Carnegie Foundation for the Advancement of Teaching, The Control of the Campus:
ch. VII: The Federal Connection: More Students, More Research
ch. VIII: Congress, The Courts, and Civil Rights

George Roche, The Fall of the Ivory Tower
ch. 3, “Government Funding Today”


* Hand out Assignment No. 2 (due October 14th)

September 16th: The Politics of Student Financial Aid

Readings:

National Commission on Responsibilities for Financing Postsecondary Education. Making College Affordable Again (February 1993) (on reserve)

George Roche, The Fall of the Ivory Tower
ch. 5, “Federal Funding and Federal Control”
ch. 7, “Soaring Tuitions, Soaring Costs”

Chart: "Parents' Income for Full-Time Undergraduate Students in California's Senior Colleges and Universities, 1979-1980"

Suggested for Further Reading:


* Assignment No. 1 is due
05 September 23rd: From Student Financial Aid to the Support of Higher Education

Readings


George Roche, *The Fall of the Ivory Tower*
ch. 6, "Mismanagement and Corruption"

Suggested for Further Reading:


06 September 30th: Government Regulation and Higher Education: Consumerism and Accountability

Readings:


Carnegie Foundation for the Advancement of Teaching, *The Control of the Campus*:

ch. VIII: Congress, the Courts, and Civil Rights
ch. IX: The Limits of Government Regulation


*Progress Reports on Assignment No. 2 for discussion*
October 7th: The States and Higher Education: An Over-View

Readings:


Carnegie Foundation for the Advancement of Teaching, *The Control of the Campus*

ch. VI: The State: From Expansion to Retrenchment


Peter Schirmer, Michael Childress, and Charles Nett, *$5.8 Billion and Change: An Exploration of the Long-Term Budgetary Impact of Trends Affecting the Commonwealth* (Kentucky Long Term Policy Research Center)

*Hand out Guidelines and Calendar for Assignment No. 3 (due November 4th)*

October 14th: Social Justice and the Campus: Access, Affirmative Action, Equal Opportunity, Desegregation, Equity, Title IX, Tenure, et al

Readings:


Suggested for Further Reading


* Assignment No. 2 is due
* Hand out guidelines for Assignment 4: research paper
09 October 21st: The "Federal Grant Universities":
The Impact of Sponsored Research on the Campus

Readings:


George Roche, The Fall of the Ivory Tower: ch. 4, “The Politics of Funding”

10 October 28th: Legislation and Lobbying: One DuPont Circle Associations

Readings:

Carnegie Foundation for the Advancement of Teaching, The Control of the Campus: ch. IV: Regional and National Associations

Fred Harcleroad, "Other External Constituencies and Their Impact on Higher Education," in Altbach, Berdahl, and Gumport, Editors, Higher Education in American Society (pp. 199-221)

11 November 4th: Accreditation, Assessment and Academic Affairs

Readings:


George Roche, The Fall of the Ivory Tower
ch. 8, “The College Curriculum and Political Correctness”
ch. 9, “The Faculty and the College Community”


* Assignment No. 3 is due (including group presentations)
November 11th: Accreditation, Assessment, and Academic Affairs (con.)

Readings:


Sheila Slaughter, "Academic Freedom at the End of the Century," in Altbach, Berdahl, and Gumport, Editors, Higher Education in American Society (pp. 73-100)

Suggested for Further Reading

California Postsecondary Education Commission, Missions of the California Community College (1981) (on library reserve)

*Continue Group Presentations for Assignment No. 3

November 18th: **ASHE Conference - No Class Meeting**

November 25th: **Thanksgiving Holiday – No Class Meeting**

December 2nd: Campus and Community: Local Politics of College and Universities

Readings:


*Assignment No. 4 (Research Paper) is due
Conclusion and Summary:
From Chaos to Complexity in Higher Education Policies

Readings:

Ami Zusman, "Current and Emerging Issues Facing Higher Education in the United States," in Altbach, Berdahl, and Gumport, Editors, Higher Education in American Society (pp. 335-364)

Carnegie Foundation for the Advancement of Teaching, The Control of the Campus

Part Four: Regaining Control

George Roche, The Fall of the Ivory Tower

ch. 10, “Who Controls the Campus? Who Controls the Future?”
Name:

Mailing Address:

Office Telephone: Home Telephone:

FAX Number: E-Mail Address:

Education (institution and field of study)

Undergraduate:

Graduate:

Professional Experience:

What are your particular areas of research interest in this course?

In contrast to your existing strengths, are there special areas where you wish to acquire new background or skills?