

## **EDLP 805: Advanced Educational Policy Analysis**

**Instructor: Christian K. Anderson, Ph.D.**

**University of South Carolina**

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Meeting time:	Thursdays, 1:15 – 4:00 p.m.	Classroom:	101 Wardlaw College

### **Course Description & Goals**

The purpose of this course is to gain a deeper understanding of state and federal higher education policymaking. Students will be able to understand the policymaking process and how it affects systems and institutions of higher education—and how institutions affect the policymaking process. Students will learn about the key policy and political issues facing institutions—their leaders, faculty, and students—by meeting with representatives of organizations involved in the policymaking process and by writing about these issues.

### **Course Requirements and Expectations**

- You are expected to participate by coming to class having read the assigned materials (and additional readings you find).
- Refer to the University's Academic Calendars at <http://registrar.sc.edu/> for deadlines and other important University-wide dates.
- Refer to the class Blackboard site for a list of other resources.
- Please respect and honor the learning environment of your fellow classmates.
- You are expected to act professionally and ethically in the class and in completing your assignments. Remember the Carolinian Creed.

### **Grading**

You will be graded based on your performance on the required assignments and class participation using the following scale: A (94 – 100%), B+ (87 – 93%), B (82 – 86%), C+ (78 – 81%), C (70 – 77%), and D (< 70%).

### **Texts**

1. Readings are available on Blackboard.
2. Association, government and other organizational web sites on Blackboard. Links to web sites for the offices we will be visiting will be posted on the course web site. You should become familiar with the purpose, history, and operations of the organizations we will be visiting.
3. Pay attention to current events relevant to this course in the news, e.g., in *The Chronicle of Higher Education*, *InsideHigherEd.com*, *The New York Times*, *The Daily Gamecock*, *The State*, and other news outlets.

## Course Assignments

**Higher Education Policy in the News.** Identify four news articles in the *Chronicle*, *InsideHigherEd*, *The State*, *The New York Times*, or other local and national news outlets that relate to higher education policy. Two should relate to state and two to federal policy. The articles must have been published during this semester. Write a one-page (single-spaced) report, which includes three sections: a summary, critique, and reaction. Provide a link to the article at the bottom or staple a printout of the article to your critique. Be prepared to discuss your articles in class. You can turn them in any week, but at least two must be turned in by Spring Break and the other two by 4/16. Each is worth 5% of your grade for a total of 20% of your grade.

**Scholarly Critiques.** Write two critiques of scholarly works (articles or book chapters) about higher education policy; one that relates to state policy (due 2/13) and one that relates to federal policy (due 4/9). The pieces should be published since 2010. Each review is limited to one single-spaced page. It should include the full citation, a short summary, a critique of the article or book chapter, including its methods and findings, and recommendations for how the article could have been improved or how the study reported could be expanded. Each critique is worth 10% of your grade.

**Legislative Tracking.** Choose one piece of legislation in the 2020 SC General Assembly and track it throughout the semester. Be prepared on the last day of class to give a short presentation on this legislation including such issues as: who sponsored and co-sponsored it (and why), how it progressed, issues and controversies related to it, comparisons to other states, what its current status is as of 4/23. Worth 10% of grade.

**The Politics and Process of Board of Trustees Selection.** Each state has its own means to select boards of trustees for public universities. Given that there are multiple pieces of legislation in the current session of the SC General Assembly to modify the UofSC Board of Trustees, we will use this as an opportunity to examine this issue nationally while also using SC as a focused case study. We will research how trustees are selected, what the relationship of boards of trustees are to governors, legislatures, and state governing or coordinating boards.

This analysis will have multiple parts:

- a) A review of the literature on the role of boards of trustees. Each student will review one scholarly article about boards and write an annotation of about 200 words on a group document. Due 1/30 and worth 10% of grade.
- b) A review of the way states select their boards. Each student will examine the legislation for 10 states and post their findings on a group document on how trustees are selected with information about process, qualifications, term limits, and other related issues. Due 2/27 and worth 20% of grade.
- c) An examination of the legislation proposed in SC and how it compares to other states. As a class we will divide this part of the project into subparts. Each student's contribution will likely be around 1,000 words. Due 3/26 and worth 20% of grade.

## **Tentative Class Schedule**

Over the course of the semester we will visit with the following offices: The UofSC Office of Government Relations, the UofSC Board of Trustees, the Commission on Higher Education, several committees in the State Senate (Education, Finance) and State House (Education, Ways & Means), and others. We will also meet via video with national advocacy and policy organizations in Washington, D.C. As such, the class schedule is fluid. General topics are listed below; check the [online schedule](#) for specifics for each week (updated regularly).

<b>Date</b>	<b>Topics</b>
Jan. 16	<b>Course Introduction and Overview of Higher Education Policy</b>
Jan. 23	<b>Understanding Theories that Explain Higher Education Policy and Policymaking</b>
Jan. 30	<b>University Governmental Relations &amp; Overview of SC Higher Education Policy Issues</b> Due: Annotation on Trustees
Feb. 6	<b>State Policy: Governors, Legislatures</b>
Feb. 13	<b>State Policy: Governing Boards</b> Due: Scholarly Critique of article/chapter about State Policy
Feb. 20	<b>University of South Carolina Board of Trustees: Overview of History and Purposes</b>
Feb. 27	<b>Boards of Trustees around the United States</b> Due: Information on your 10 states
Mar. 5	<b>State Policy: SC General Assembly</b>
Mar. 12	<b>Spring Break – No Class</b>
Mar. 19	<b>Federal Policy</b>
Mar. 26	<b>Group Work Day – No Class</b> Due: Your contribution to article on trustee selection
April 2	<b>Federal Policy</b>
April 9	<b>Federal Policy</b> Due: Scholarly Critique of article/chapter about Federal Policy
April 16	<b>Group Work Session on Trustee Project</b>
April 23	<b>Wrap-up Discussion</b> Due: Legislative Tracking assignment