EDH 7505 Section 06AB
The Financing of Higher Education
Fall Semester 2011, August 22, 2011 - December 16, 2011
Thursdays, 5:10pm - 8:10pm
NRN 278, Main Campus

Instructor:
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Required Texts:


Resource Text:

Course Purpose:
The purpose of the course is to critically review current economic and finance policies as well as budgeting practices about or affecting higher education in the US and internationally. The methods of economic analysis, academic argumentation, or policy research will be applied during the course. Proposed solutions to selected issues and problems will be considered, and alternative solutions will be developed and debated in class.

The major emphasis throughout the course will be on methods of analyzing, interpreting, and evaluating higher education economic and finance policy issues and budgeting practices in terms of their relevance for the continued improvement and development of higher education institutions, programs, and services. The course will also offer students exposure to higher education administrators, researchers, policymakers, and policy analysts who practice in higher education and specialize in the financing of higher education. As a student of higher education finance, you should be able to communicate effectively with a broad audience of researchers, policymakers,
policy analysts, institutional leaders and budget officers. Thus, you will have the option to work on one of three types of projects deliverable as a final paper/report. One type of assignment you may select to complete will be a policy analysis report whose audience will be education policymakers and practitioners. The second type of assignment you may select to complete may be a theoretical/argumentation paper whose primary audience will be the academic community. The third type of paper you may select to complete will be a research proposal whose audience will be the research community.

Course Objectives:
The objectives of this course include:

1. developing an understanding of higher education finance, and the relative influence of federal, state, and institutional funding on the postsecondary education system and its consumers;

2. developing an understanding of the relative influence of the postsecondary education enterprise on the US economy;

3. increasing familiarity with the finance policy issues shaping the future of American postsecondary education;

4. determining the appropriateness of the application of theoretical and conceptual models to the financing of higher education;

5. enhancing one’s skills for higher education economic analysis, especially policy research and the critical thinking about economic policy issues; and

6. developing one’s aptitude in accurate, intelligent, persuasive, and succinct public speaking and professional writing skills.

Course Prerequisite:
The primary prerequisite is a fundamental interest in and intellectual aptitude for learning about the financing of American higher education. Students who have a background in or firm understanding of basic economic principles may have an easier time with this course. Finally, students who have a solid background in research will fare well with many of the required readings. Please understand that while highly recommended, none of the recommendations above is required for you to perform well academically in this class. The instructor will make every effort to provide you with the requisite information needed for you to be successful.

Syllabus Change:
This syllabus is subject to change at the instructor's discretion. Advance notice within a reasonable period will be provided of any changes made.

Course Requirements:
1) **Weekly Reading Responses:** Each week you will be responsible to read, review, and critically evaluate the required readings for the week. Please note that in most weeks I will provide you with actual questions for which you will use as you generate your reading
responses, however, there will be weeks for which I will not provide you with any guided questions. During these weeks, you are to write freely and openly about any of the topics or content provided in any of the readings for that week. Your reading responses should be from a $\frac{1}{2}$ page to a maximum of 2 pages single-spaced. These responses must be uploaded onto Sakai by 10:00 pm on Tuesday evenings. Subsequently, students are to read each others’ responses before the start of class on Thursday.

2) **Written Final Project:** The final requirement will be a major assignment in one of three formats: 1) research proposal investigating a higher education finance issue, 2) economic analysis report/brief related to higher education, or 3) argumentation paper on higher education economics or finance. You will be required to provide a copy of your project to one student, and will be responsible for providing a student with substantive feedback on their project.

3) **Oral Presentation of your Final Project:** For this part of the grade, students will orally present their written policy analysis brief/argumentation paper/research proposal to the class. You will be graded on appropriateness of the presentation approach, presentation style, materials provided to the audience, and most importantly the content of the presentation.


**Course Grading:**

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Course Grading Breakout:

1) In-Class Discussion/Participation 15%
2) Sakai Participation/Weekly Responses 20%
3) Final Project Peer-Review 15%
4) Oral Project Presentation 15%
5) Written Final Project 40%

Total 100%

Recommended Texts/Resources:


Further Suggested Texts/Books:


**Guest Speakers/Noted Scholars/Policy Actors/Educational Researchers:**
Please take note that throughout the semester, I will invite some noted scholars and/or professionals who work in some of the most important organizations that focus on higher education finance to guest speak in class. Be sure to attend these sessions and prepare insightful questions to ask.

**ADA and Persons with Disabilities**
Persons with disabilities may request and, if necessary, receive appropriate academic accommodations from the University of Florida. Students must first register with and provide the needed documentation to the Disability Resource Center in the basement of Reid Residence Hall (392-8565). Second, students must bring a letter to the instructor originating from the DRC indicating the needed academic accommodations. As the student, you are responsible for initiating and completing these steps prior to receiving such accommodations.
FINAL PROJECT

Note: Education is a communal process where data, research, and literature is made available for public critique and evaluation. Consequently, all assignments will be made public in our course. All assignments will be submitted through Blackboard and will be made available to your student colleagues and any other person I decide should see your work without equivocation. Names will not be redacted from any assignment when made public.

Suggestions for topics are provided in the next section of this syllabus.

Option 1: Economic Analysis Report

The first option for the first assignment will be the development of a written economic analysis report. This report will be presented orally to your fellow student colleagues. The objective is to undertake a thorough examination of an economic policy problem at the state or federal level, and offer particular economic policy solutions positively influencing higher education. The report will be approximately 13-15 pages (single-spaced) in length excluding front matter and references. I have provided examples of reports you can use to model as you complete this project.

The economic policy report will address a current finance issue in higher education. The report will be prepared for a particular practitioner or policy audience that is primarily concerned with this issue. The report will be written in three parts. The first part will describe the nature of the problem and the importance in finding solutions to this higher education finance problem. The second part will review the current body of research related to this issue. Finally, the third part will recommend specific policy solutions/actions to address this higher education finance problem. It may recommend a specific research study that could be undertaken to address lingering questions. However, I am more interested in the development of innovative policy solutions for this assignment.

Option 2: Argumentation Manuscript

This task will require you to write a theoretical/argumentation paper of a higher education finance issue. You must provide a substantive argument for or against a higher education finance debate. A theoretical argument typically is more challenging than a research proposal or an economic report, largely because many students tend to confuse a literature review with an argumentation manuscript. This could not be farther from the truth. A literature review is typically used in the context of a research proposal or research paper. It serves to provide the context, history, and previous studies that can be used in framing another study; however, an argumentation manuscript requires that you have a substantive background on the topic you wish to write on because you must know all sides on a particular debate, and must be willing to give a thorough representation of all sides. Due to the inherent difficulty associated with this assignment, students who wish to complete this assignment must receive permission from me prior to starting this project.

You will use a variety of academic resources in developing this thought piece. The literature review may not cite a webpage unless it is a research report provided by a reputable organization. You must cite as many academic resources, in particular research articles published in refereed journals and authored/edited books. This theoretical/argumentation paper will be approximately 25-30 pages in length (double-spaced) of text excluding title, abstract, references, and appendices.
Option 3: Research Proposal

You will develop a traditional research proposal with the typical structure including an introduction, literature review, research questions, proposed methodology, and if applicable, results, findings, and conclusions. If the last section is not applicable, you may write up a set of proposed findings you expect to get from this study.

You will use a variety of academic resources in developing the research proposal. The literature review may not cite a webpage unless it is a research report provided by a reputable organization. You must cite as many academic resources, in particular research articles published in refereed journals and authored/edited books. This research proposal will be approximately 25-30 pages in length (double-spaced) of text excluding title, abstract, references, and appendices.

For students using the results-based alternative syllabus, the general understanding is the manuscript may be lengthier; however, the length of the document will be based on the topic, amount of literature we find, and methodological approach taken in the proposal. Additionally, if you intend to submit a proposal to a funding organization, you should set up your proposal in the format of the organization’s most recent proposal submission guidelines.

A research proposal includes a comprehensive set of requirements that is unique to the type of research proposal you wish to submit. However, certain aspects remain constant across different types of research proposals in higher education. It is important to develop a literature analysis that is cogent and connects the previous research with the current topic of interest. The analysis must examine the applicability of previous research to your study, in particular, how these studies have agreed or disagreed with one another on their findings that have relevance to your study. It should include a conceptual or theoretical framework that is logically applicable to your research proposal. This is an opportunity for you to develop a thoughtful rationale for why the chosen framework is preferred over other frameworks available. Try to make your literature review lead you through the gaps that exist in the current literature that you wish to fill with your study.

Consider making this your jumping point that leads you to the research questions. In essence, you contextualize the topic indicating what the current problem is and how that problem leads to research questions. The way you word your research question indicates how you intend to study your research question. In particular, it will define the methodology you will apply such as quantitative, qualitative, or mixed-methods research. It will define the methods that are subsumed within the methodology of choice. You will want to provide a rationale for why you chose the method(s) that apply to the methodology. You should consider an examination of previously published research in “journal articles” to get a sense of how researchers have articulated the rationale for their study in the past.

These suggestions, obviously, are not all of the possible topics/headings/subheadings/points of communication that you should consider for inclusion in your final research proposals. However, they do provide you with an idea of the expectations.
Suggestions for topics for the Final Projects:

Financial Aspects of the Morrill Act (1862)
Financial Aspects of the Morrill Act (1892)
Financial Aspects of the G.I. Bill (1944)
National Defense Education Act (1958)
Financial Aspects of the Higher Education Act (1965)
Subsequent Reauthorizations and Amendments to the Higher Education Act
Title IX of the Higher Education Act reauthorization
Hope Scholarship Program Act in Georgia
Similar Statewide Scholarship programs
Federal Student Financial Aid Issues
Changes to State Appropriations
Unintended Consequences of Budget Shortfalls
Incentive/Performance Funding Mechanisms
Federal and State Support for Proprietary Schools (career colleges)
Earmarks for Higher Education
Federal, State, or Local Tax Policy towards Higher Education
State Student Financial Aid Issues
Public Support for Private Colleges
Federal Research Funding for Higher Education
National Services and Student Aid
Removal of the Mandatory Faculty Retirement Age
Public Funding of Tribal Colleges
College Savings Plans
Federal Support for Specialized Education such as Medical Education
Merit aid versus Means Tested (Need-based) Aid
Changing Context of Unmet Need in Financial Aid Packages
Economic Returns on Investment of Earning a Degree
Student Earnings Differentials by Degree Programs
Effectiveness of Loan Forgiveness Programs
Paying for Quality in Higher Education
The Financial Arms Race in Higher Education
Cost Savings of Contract and Adjunct Faculties
Buying your way into Higher Rankings
Changes in the Price of Attending College
Institutional Budgeting and Finance
College Costs and College Choice
Relationship between Higher Education and State Economies
Full Scholarships for Needy Students at Selective Institutions
Statewide Funding Formula Policies and Programs
Results-Based Alternative Syllabus

I have developed an alternative syllabus that reduces the subjective nature of grading from a one-person perspective (me), and introduces a blind-review perspective to assess the quality of work completed. All aspects of the original syllabus will be required. However, grading for the course will be dependent on whether we submit and get a proposal accepted for funding, accepted for presentation at a national/international conference such as ASHE, AERA, AEFP, AIR, APPAM, NASPA, ACPA, and others, or a manuscript submitted/published in a peer-reviewed academic journal.

For conference presentation purposes, if the conference you are interested in is not listed, please contact me about its acceptance as an alternative. For journal publication purposes, the manuscript must be submitted to a journal we agree to prior to submission. In addition to the above requirements, you will be required to stay for one hour after each class or during a designated time to be agreed upon individually.

It should be noted that students who intend to graduate this spring semester should reconsider using the results-based alternative syllabus since the deadlines for proposal submission to conferences for presentations or poster sessions are calendar specific. While submission for peer-reviewed journal article publication is not calendar specific, it must be noted that reviews for journal article publication tend to take one or two months, sometimes even longer for a determination of “accepted,” “rejected,” or “revise and resubmit.”

You will be graded as follows:

- Grade given at the end of the semester until we finalize the grade: I
- Research Proposal Submitted for Funding Support—Awarded: A
- Manuscript Accepted for Publication in a Peer-reviewed Journal: A
- Revise and Resubmit for Publication in a Peer-reviewed Journal: A-
- Research Paper Presented at an International/National Conference: A-
- Research Proposal Submitted for Funding Support—Not Awarded: A-
- Poster Session Presented at an International/National Conference: B+
- Research Proposal Submitted for Institutional Support—Not Awarded: B+
- Submitted but Rejected for Journal Article Publication: B
- Submitted but Rejected for Conference Presentation Session: B-
- Submitted but Rejected for Conference Poster Session: C+

These represent minimum grades that I can award you; this means that I may elect to award you with a higher grade than that listed above should you earn a lower grade according to this scale.

NOTE:
If you do not submit to a Conference for Presentation/Poster, Journal for Article Publication, or to a Funding Organization for Funding within 1 year: C or less

1I will base your grade on amount of effort put into the project throughout the semester.
Pete’s Pet Peeves of Academic Writing

Never submit a paper without proofreading it. Ask a student or faculty colleague to review all papers before submission for grading.

Never submit a paper without checking for spelling errors using spell-check. Sometimes it is rather obvious that you have not done so when words that do not exist in the English dictionary at all are still included in the paper.

Always try to use grammar check, although there may be times when you may disregard Word’s suggestions. You should always check for grammar using grammar check.

Never submit a “draft” to your professor as your final paper!!

Never submit a paper without an academic and informative title, not even if it is a short assignment.

Always place a comma before the final “and” in a sequence unless the final two items are in effect an item.

Example: The three things I find most interesting are the study of college access, student stratification, and college success.

Example: The following cartoon characters are my favorite: Rocky and Bullwinkle, Beavis and Butt-head, and Tom and Jerry.

While an “and” exists between Tom and Jerry, a comma is not used after Tom because the two cartoon characters represent an established coupling of two characters. However, the cartoon characters that go together form three separate cartoons in effect. Thus, you still must place a comma between the three groups of cartoon characteristics, even after Butt-head.

Use appropriate language even when it may sound too simple. It is always better to sound “pedantic” (I have made an intentional error here. Do you get it?) than to try to sound intelligent and misuse the words.

Know how, why, and when to appropriately use the following: etc., i.e., and e.g. In addition, you should know that you may not use two of these in one sentence. You may only use one in any given sentence.

Always use the latest edition of the APA style manual in any class I teach. Most of my faculty colleagues would concur with this item. For students in other Colleges, use a style manual that is conventional in your field, but notify me of the name of the style manual.

You should not fear using first person language in your writing, especially if the ideas expressed are your own ideas. This makes it easier for you to avoid using passive language.
TENTATIVE COURSE SCHEDULE

Week 1, Aug. 25  
Introduction to the Financing of Higher Education Course

Week 2, Sept. 1  
Important Concepts in the Study of Economics, Finance, and Budgeting
Due: General Final Project Idea
Due: Decide whether Traditional or Alternative Syllabus

Week 3, Sept. 8  
Public Funding of Higher Education
Due: More Specific Project Idea

Week 4, Sept. 15  
On College Prices and College Tuitions

Week 5, Sept. 22  
Returns on Investment to a Higher Education: 2-Year College Perspective

Week 6, Sept. 29  
Returns on Investment to a Higher Education: 4-Year College Perspective

Week 7, Oct. 6  
Federal Financing of Higher Education

Week 8, Oct. 13  
State Financing of Higher Education

Week 9, Oct. 20  
Need-based Aid versus Merit-based Aid

Week 10, Oct. 27  
Student Loans versus Student Grants versus Other Forms of Aid

Week 11, Nov. 3  
Statewide Formula Funding and Budgeting Policies Effects on Institutions
Due: A Complete 1st Draft of your Final Project to Student Colleagues

Week 12, Nov. 10  
Budgeting at the Institution Level or Money and Institutional Prestige
Due: Give Draft with Comments, Corrections, and Suggestions Back to your Student Colleagues

Week 13, Nov. 17  
ASHE Conference. No Class! Continue Working on Your Final Projects

Week 14, Nov. 24  
No Class (Thanksgiving)

Week 15, Dec.  
Can Higher Education Institutions serve as Vehicles for Economic Growth?
or
Financing Higher Education from an International Perspective

Week 16, Dec. 8  
Final Project Presentations
Due: Final Projects are due on SUNDAY, DECEMBER 4

Week 17, Dec. 15  
Final Project Presentations
TENTATIVE COURSE SCHEDULE

Week 1—August 24

*Introduction to the Financing of Higher Education Course*

Week 2—August 31

*Important Concepts in the Study of Economics, Finance, and Budgeting*

[Approximately 77 pages of reading]

**DUE: SUBMIT FINAL PROJECT IDEA**

1. You are to decide by class time what type of final project you will be doing throughout this semester. Indicate whether you will write a research proposal, economic/policy analysis report, or argumentation paper. This will be a one-to-two sentence statement indicating your interest in the final project idea, and why you chose this project type. This response is to be provided as an assignment in *Sakai*.

2. You also need to email me indicating whether you will be doing the alternative syllabus.

**Readings:**


**Text:** St. John (2003)

“Introduction” (pp. 1-14)

**Key Concepts and Questions:**

Some of the key concepts to understand and questions to consider from these readings include: *Demand and Supply Theory, Human Capital Theory, Opportunity Costs, Rational Choice Theory,* and “What relationship does the US economy have with higher education?”
Week 3—September 7

Public Funding of Higher Education
[Approximately 92 pages of reading]

DUE: SUBMIT MORE SPECIFIC FINAL PROJECT

You need to submit a one-page statement indicating what is the topic of your chosen project. Be more specific this time. If you have particular questions or ideas that you will attempt to answer or address, do so in this assignment.

Readings and Videos:

YouTube Videos by Milton Friedman on Education in the “Free to Choose” video series
http://www.youtube.com/watch?v=bxeP-krUrdU
http://www.youtube.com/watch?v=oMgz2W3taw8&feature=related
http://www.youtube.com/watch?v=FdUHbs-x5sc
http://www.youtube.com/watch?v=BJINJ5-Ma2w&feature=related
http://www.youtube.com/watch?v=EkPiY5MfQZQ&NR=1
http://www.youtube.com/watch?v=x_U_kKxwWps

Chapter 12 “Policy Research and Political Decisions”

Chapter 9 “Reconstructing Rationales for Public Funding: A Case Study”

Chapter 8 “Refinancing Public Universities: Student Enrollments, Incentive-based Budgeting, and Incremental Revenue”

Ehrenberg (2006)
Chapter 1 “State Preferences for Higher Education Spending: A Panel Data Analysis, 1977-2001”

Key Questions and Concepts:

This week we examine the ever-present debate concerning the public financing of a higher education. In this week, we consider the questions, Who should pay for a higher education? Why should/shouldn’t these individuals/groups pay for higher education? What should be the relationship between higher education and federal, state, and other government entities? What does the chapter in Ehrenberg’s text say about funding higher education? What is Milton Friedman’s perspective about the financing of an education at either the higher or the K-12 levels? What are the particular implications for Ehrenberg’s chapter?
Week 4—September 14

On College Prices and College Tuitions
[Approximately 227 pages of reading]

Readings:

** 2010 Trends in College Pricing. The College Board.


** Heller: Chapter 2 “The Paradox of College Prices: Five Stories with No Clear Lesson”


Recommended Reading:


Key Questions and Concepts:

This week we tackle the issue of college prices, and in particular the question, why has the price of college increased so dramatically. The College Board’s report offers you context for the readings required this week. Given your readings for this week, who or what is responsible for the rising costs of college prices? What is Nerlove’s contention about the use and purpose of college prices in higher education? What are the implication(s) of Nerlove’s ideas if they are accepted as the modus operandi in college pricing? What ideas does Hoxby offer and how are these similar or different to Nerlove? What explanations are offered in Heller, and how are they similar or different to Archibald and Feldman and Schwartz and Scafidi?
Week 5—September 21

*Returns on Investment to a Higher Education*

[Approximately 151 pages of reading]

**Readings:**

* 2009 Trends: Education Pays. The College Board.


**Recommended Reading:**


**Key Questions and Concepts:**

Do individual students reap benefits or is there an economic return to a community college education? What are the social returns to a community college education to the public at large? Is there a potential benefit to continued funding of a two-year public community college education? What are the potential consequences to the funding of a community college education system? Are there systematic differences in a return on investment for students who complete their two-year degrees versus students who attend but do not complete a degree at community colleges?
Week 6—September 28

*Returns on Investment to a Higher Education*

[Approximately 153 pages of reading]

**Readings:**


**Key Questions and Concepts:**

This week we begin to examine not only whether it pays to go to college, but more specifically whether there are differences in the returns to education for students who attend different types of institutions. Does the quality of the institution affect the level of economic return a person receives? What are the potential implications for this finding? Do particular majors have a higher return on investment than other degree majors? What is/are the implications of this finding?
Week 7—October 5

*Federal Financing of Higher Education*
[Approximately 71 pages of reading]

**Readings:**

Chapter 3 “Federal Student Aid: The Shifts from Grants to Loans”

Chapter 8 “The New Inequality”

Chapter 9 “The Role of Finances”

Chapter 10 “A Contingency Approach to Refinancing”

**Key Questions and Concepts:**

What is the role of the federal government in the financing of higher education in the US? What shifts in federal aid have occurred if any in the higher education policy area? What is St. John referring to when he is speaking about the new inequality? Do you agree or disagree with his analysis? Who has benefited from recent federal government policies? Why? What have been the changing rationales in the public financing of higher education? What is the premise to St. John’s Contingency Approach to Refinancing? Do you think it will be successful if applied to federal higher education? What are the primary elements of his refinancing plan?
Week 8—October 12

State Financing of Higher Education
[Approximately 145 pages of reading]

Readings:


Chapter 5 “State Higher Education Financing: Demand Imperatives Meet Structural, Cyclical, and Political Constraints”

Chapter 8 “Michigan Public Higher Education: Recent Trends and Policy Considerations for the Coming Decade”

Chapter 10 “State Support for Public Higher Education in Pennsylvania”

Chapter 13 “Public Higher Education in Washington State: Aspirations are Misaligned with Fiscal Structure and Politics”

Recommended Readings:

Chapter 6 “Assessing Public Higher Education in Georgia at the start of the 21st Century”

Chapter 11 “The Changing Accessibility, Affordability, and Quality of Higher Education in Texas”

Key Questions and Concepts:
What role have states performed as when funding higher education? What role should they perform when funding higher education? All things considered, is state funding of higher education a fair and considerate process with respect to the distribution of limited resources? What policy options may be considered to alleviate the upward pressures during economic recessions? What are the potential consequences, both positive and negative, of state higher education fiscal constraints? Does a reduced investment by states on higher education in the form of funding lead to greater/lesser accountability? Why and/or how? Is greater/lesser accountability a better value for the state or institution? How and why? Is there a consequence for or on the quality of higher education in the state during fiscal constraints or economic downturns? If so, how and why? If not, why do you suppose higher education is immune to a reduction in quality?
Week 9—October 19

**Need-based Aid versus Merit-based Aid**
[Approximately 177 pages of reading]

**Readings:**

2009 Trends in Student Aid. The College Board.


Chapter 7 “Merit and Equity: Rethinking Award Criteria in the Michigan Merit Scholarship Program”

**Key Questions and Concepts:**

What is the difference between need-based (means-tested) aid and merit-based aid programs? What arguments exist for the development of merit-based aid programs? What counterarguments exist against the development of merit-based aid programs? What are the potential consequences of merit-based aid programs, particularly within an institution context? Given what you learn happens when institutions of higher education institute merit-based programs, what potential consequences exist? What are the implications of this week’s readings on aid policy?
Week 10—October 27

Student Loans versus Student Grants versus Other Forms of Aid
[Approximately 167 pages of reading]

Video and Readings:

“Some Debt-laden Graduates wonder Why they even Bothered with College”
http://abcnews.go.com/video/playerIndex?id=6668451


http://catalog.wrlc.org/cgi-bin/Pwebrecon.cgi?v1=13&ti=1,13&Search%5FArg=College%20choice&SL=–None&Search%5FCode=TALL&CNT=25&PID=EyZ6GBexXMpRiYUzJb5DPcKSGMgA–&SEQ=201001131628168&SID=3


Key Questions and Concepts:
Comparing the last few weeks of readings with this week’s readings provide a certain context for aid policies across the US. This week we tackle the issue of what is a more reasonable means of providing aid to students. Should we use loans, grants, or other forms of aid? What types of aid packaging make more sense? Why? Can there be policy to distribute aid to particular participants? Are students more likely to graduate with significant amounts of loan responsibilities? What are some of the consequences to having significant loan debt for low-income students? Are these consequences felt similarly by students with middle- and high-income backgrounds? What is Sandy Baum’s perspective on the use of student loans to finance their college educations? How does this perspective differ from the video on College: Worth the Price for Admission? How does Perna inform the conversation on student loans? Recently, both Williams College and Dartmouth moved away from a no-loans policy, largely, as a response to the recent downturn in the economy. What effect do you suspect this will have on students seeking admission to these institutions? Another means of paying for college is through the use of tax credits like the federal tax credits. How are these mechanisms used by the people? Who benefits from these mechanisms? Another approach is through the use of tax-free savings plans. Who uses and who benefits most from these plans? What are the potential pitfalls for using this approach?
Week 11—November 3

Budgeting at the Institution Level

Guest Speaker

Readings:
Chapters drawn from

Key Concepts and Questions
During this week, we should have a speaker in our class. We will meet to discuss what you think are some of the most important things that should be considered when trying to make financial policies and budgeting practice at different levels work simultaneously with a particular focus on the institution level. Consider what types of steps, approaches, rules of legislative enactments, etc. that each segment of policymaking can take to ensure that the policies: a) do not conflict with one another, b) if they must conflict, lessen the potential effects on the other policies, c) ensure that each level of constituencies are noted.

OR
Week 11—November 3

Money and Institutional Prestige
[Approximately 79 pages of reading]

Readings:


**Buss, C. Parker, J., & Rivenburg, J. (2004). Cost, quality, and enrollment demand at liberal arts colleges, 23(1), 57-65.**

Key Questions and Comments:
This week we are concerned with whether there is a link between money and the institutional prestige of colleges and universities. The topic is of interest for many institutions are seeking to become a research university if they are not already a top research university. Additionally, institutions compete on a variety of commonly known institutional characteristics. What elements of institutional selectivity are directly related to money as a cause or consequence of it? What elements of institutional selectivity are indirectly related to money as a cause or consequence of it? What are the potential pitfalls associated with the development of the relationship between money and institutional prestige that future students? What potential policy or practical suggestions would you recommend given the literature read for class? Why?
Week 12—November 10

Statewide Formula Funding and Budgeting Policies
[Approximately 71 pages of reading]

DUE: A Complete 1st Draft of your Final Project to Student Colleagues

Readings:


**Liefner, I. (2003). Funding, resource allocation, and performance in higher education systems. Higher Education, 46, 469-489.**


Key Concepts and Questions
During this week, we explore the types of funding systems and the effects these statewide funding mechanisms may have on the institution or the college and university student. In particular, what effects do formula or other funding mechanisms have on budgeting processes at the institutional level? How do finance and budgeting professionals at colleges and universities prepare for potential consequences of these effects? How have or do institutional presidents respond to the consequences related to the application of these programs? Do arguments and rationales provided by Temple and Riggs in 1978 still hold in today’s higher education context? Why or why not? How does Hearn and Holdsworth’s article speak to the conversation about the types of statewide funding policies and practices used in higher education?

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Week 13—November 17
No Class!!!

I, and perhaps, some of you and your student colleagues will be at the Association for the Study of Higher Education (ASHE) Conference.
Library Research Day—Finish Writing your Final Projects
Week 14—November 24

Can Higher Education Institutions serve as Vehicles for Economic Growth?

[Approximately 150 pages of readings]

DUE: Give Draft with Comments, Corrections, and Suggestions Back to your Student Colleagues

Video and Readings:

http://www.ustream.tv/recorded/2876019
Higher Education and Economic Growth in Michigan: Looking Back and Looking Ahead on the Fifth Anniversary


Glaeser, E. L. (2009). Education Last Century, and Economic Growth Today. Published in Economix Blog of the New York Times. Note: I have not particularly liked assigning written blogs as readings for a course but I find this particular blog to inform the conversation.


Key Questions and Concepts:
This week, we are concerned with whether institutions of higher education can serve as vehicles for economic growth whether locally, regionally, or nationally. Are research universities, community colleges, or technical institutes able to position their institutions to be effective at generating sources of employment, services, and patents? Are states or local communities more likely to benefit from the founding and development of institutions of higher education? What lesson(s) does the video and Cherry Commission report suggest about the nature of the relationship between higher education and the state economy of Michigan?
Week 15—December 1

**Financing Higher Education from an International Perspective**
[Approximately 89 pages of reading]

Readings:


**Key Questions and Concepts:**
What ideas, concepts, or theories we have learned during this course transcend governments? In essence, does the relative influence of higher education transfer to other countries and continents? Is there a moral obligation within American higher education to provide international economies with resources that ensures graduates of American higher education credentials have the employment options necessary within their countries?
Week 16—December 8

**DUE: FINAL PROJECTS ARE DUE ON SUNDAY, DECEMBER 4**

**Final Project Presentations**

[Total Minutes Conditional on How Many Students in Class]

All students will have access to all proposals submitted electronically. Students will have __ minutes (no more and no less) to make a presentation regarding their research projects/papers and 3-5 minutes for Q&A. The presentations will cover your research topic, relevance to higher education policy, design of research methodology, and a contemporary argument for the need to study the topic. If possible, appropriate steps will be taken to answer your research question using available data resources.

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Week 17—

**Final Project Presentations**

[Total Minutes Conditional on How Many Students in Class]

All students will have access to all proposals submitted electronically. Students will have __ minutes (no more and no less) to make a presentation regarding their research projects/papers and 3-5 minutes for Q&A. The presentations will cover your research topic, relevance to higher education policy, design of research methodology, and a contemporary argument for the need to study the topic. If possible, appropriate steps will be taken to answer your research question using available data resources.

**Indicates that any item listed in this tentative course schedule should be available for download and/or viewing from within the Sakai course website. If not, please search for and download these files from the Education Library. You will still be responsible for the reading whether it is provided to you on Sakai or not.**