ED690: Academic Affairs and Student Development in Postsecondary Education
Center for the Study of Higher and Postsecondary Education, University of Michigan Fall, 2018

Dr. Patricia M. King, Professor  Class Meetings:  Mondays, 9AM-12:00PM, 2346 SEB
patking@umich.edu  Office Hours are by appointment:  Pat’s Office Hours
Office Location: 2108-A School of Education Building

Office Hours.  I enjoy getting to know students in informal conversations out of class; I especially enjoy talking with students about their experiences with my classes (including, but not limited to course-related questions).  Toward these ends, I set aside time each week for office hours.  To schedule an appointment, please sign up for a time during my posted office hours using the link provided above.  If the posted times don’t work for you, I would happy to schedule an appointment at another time; please contact me by email to do so.

Course Description
Academic Affairs and Student Development in Postsecondary Education focuses on colleges and universities as teaching-learning environments. Class sessions highlight critical issues and scholarship related to aspects of college and university campuses that pertain to academic affairs and student development. Key concepts and theories that frame higher education research in this area are examined.

A key focus of this course is how to learn from, interpret, and critique scholarly literature on colleges and universities as teaching-learning environments, and to build evidence-based arguments about the issues featured here. The course is divided into two sections, as follows:

A) Teaching-Learning Environments (TLEs)
This section is designed to familiarize students with TLEs, the forces that shape them, and how scholars frame questions and answers to TLE-related questions. Consideration is given to three general sets of factors acting on TLEs at three different levels: individual, organizational, societal factors.

B) Critical Issues in TLEs
The section explores several issues colleges and universities encounter as teaching-learning environments; these include defining and assessing the quality of higher education, enhancing diversity, and academic freedom.
Course Learning Goals
By the conclusion of the course, students should:

• Be knowledgeable about and conversant with the scholarship and research that informs a thoughtful understanding of higher education institutions as complex and multi-layered teaching-learning environments;

• Be able to articulate your own understanding of and position on what teaching-learning environments are and the forces that shape them, as well as on several persistent professional and scholarly issues that are related to student learning and college teaching within the context of contemporary higher education practice; and

• Be knowledgeable about and conversant with major approaches to research and scholarship that comprises the CSHPE Academic Affairs and Student Development concentration.

Course Readings
All assigned readings for this class will be available on our class Canvas site and are listed by topic each week. Please bring a copy of the readings (either electronic or hard copy) with you each week.

APA Publication Manual

As with most professional discourse communities, higher education scholars follow certain writing practices; many of these are described and explained in the APA Publication Manual. Accordingly, it is my expectation that all work submitted for this class adhere to the style and formatting guidelines of this manual (6th ed.) The APA Manual includes much more than simple referencing style; it also reflects sets of academic values and practices. For example, in addition to reference citations (both in the text and the reference list), this volume also includes instructions on page numbering, grammatical considerations, how to avoid the use of sexist language and how to construct charts and tables. If you haven’t already done so, I strongly encourage you to purchase a copy (I recommend the spiral bound version) and familiarize yourself with the range of topics it addresses so you’ll be better able to use this as a resource in your own writing. [NOTE: For your convenience, a hard copy of this Manual is stored behind Matt’s desk in the CSHPE Office; please use it!]

All written assignments should conform to the APA Publication Manual (6th Edition), be printed in 12-type font (comparable in size to Times), and be double-spaced. PLEASE NOTE: This manual contains MUCH more than the format for referencing citations (e.g., the section on gendered language and using graphic elements in the text). Several websites exist that cover only APA referencing style; this will not be sufficient for
developing your own understanding of and proficiency with the kinds of guidelines addressed in this manual.

**Course Structure and Assignments**

1) **Class Participation** (20% of final grade)
The primary course format will be discussion of the issues raised in the readings. My assumption is that each we are here to learn together and that each participant has important perspectives and insights to share. Thus, each member's contribution to the overall group process is key to our collective success.

Making your best possible contribution will require sustained attendance, engagement with the material and other class members, and completing all reading assignments in a thorough and critical manner. I recommend taking notes while reading, writing down questions and points of disagreement or affirmation, noting issues that merit further exploration, and in general, *coming to class prepared to be an active participant in the group learning process.* It also requires the willingness to share your ideas and relevant experiences and to actively listen to others. Last, it requires that class members take responsibility for sharing their views as clearly and thoughtfully as possible, and for seeking understanding of points others make that you don’t understand. If you have concerns about this approach, please raise them in class or make an appointment to discuss them with me.

I will also construct several class exercises designed to give you practice gaining skills analyzing and interpreting the readings.

**Written Assignments**

Please deposit all course papers under the appropriate assignment in our course Canvas site by the deadline listed.

2) **Reaction Paper(s)** (15% for each paper)
These two short papers (up to 3 pages, double spaced) are designed to help you practice analytic skills discussed in class by providing an opportunity to practice reflecting critically on a selected reading listed in the course syllabus. After reading all the selections for the assigned unit, choose one as the basis for this short paper. Briefly summarize the focus of the reading, comment on its contribution(s), and offer your critique of the argument the author(s) puts forward. Conclude with your observations about how the reading contributes to our collective understanding of the teaching/learning process and the role of TLEs in collegiate contexts. (Make your argument here as specific as possible.) *Be prepared to summarize and discuss your responses in class.*

   **Reaction Paper #1:** Select a reading from the Faculty Influences unit (Week 5); this paper is **due by October 8, 9:00 AM**
Reaction Paper #2: Select a reading from the Organizational Influences unit (Week 7); this paper is due by Oct. 22, 9:00 AM

3) Analysis of the AAAS (2017) Report (25% of final grade)


In a paper of up to ten pages (not counting the cover sheet or reference list), first summarize the major arguments offered in this report. Then select four key points from the report that pertain to teaching and learning environments; explain and interpret each selected point through the lens of our course readings to date. In your response, consider how course readings and discussions to date support and/or raise questions about the report’s assertions.

Conclude your paper by taking on the role of a Commission member: How do you see the link between undergraduate education and the nation’s future? Explain if, how, and why you would revise the recommendations made in this report designed: “to ensure that students in every program and institution receive the education they need to succeed in the twenty-first century” (p. 5)?

Be prepared to discuss your responses in class. Due: by Monday, November 5, 9:00 AM

4) Final Paper (25% of final grade)

In this exam, you be asked to respond to one or two broad, integrative questions that have been raised through this course. In constructing your response, you will be asked to demonstrate your learning by applying your own thinking and reasoning skills and drawing on relevant course readings to frame and substantiate your answers. Your responses will be relatively short (about 8 pages); the questions will be distributed near the end of classes. Due: Friday, Dec. 15, 1 PM

Summary of Assignments

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<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Weighting</th>
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<tbody>
<tr>
<td>Class Participation</td>
<td>Every week of class</td>
<td>20%</td>
</tr>
<tr>
<td>Reaction Paper #1</td>
<td>October 8, 9AM</td>
<td>15%</td>
</tr>
<tr>
<td>Reaction Paper #2</td>
<td>October 22, 9AM</td>
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<tr>
<td>Analysis Paper</td>
<td>November 5, 9AM</td>
<td>25%</td>
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<tr>
<td>Final Paper</td>
<td>December 14, 1PM</td>
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Policy on Late Papers. In non-emergency situations, papers submitted after the deadline will receive a penalty of a lower grade. If an emergency arises and you are unable to submit your work by the deadline, please notify me as soon as possible and alert me to your situation. My rationale for this is because meeting deadlines is a
common and important part of professional practice; if you don’t already use effective time management strategies to be able to meet these expectations or aren’t in the habit of using them, practicing while in graduate school is an excellent time to develop these skills and professional habits.

**Policy on Absences.** Discussion of readings is a key element of this course, and this requires your participation and attendance. Consequently, missing class will affect your class participation grade. However, circumstances occasionally arise when your presence may be required elsewhere. Please be very selective in such occasions, and whenever humanly possible, alert me in advance. I also recommend that you arrange to obtain notes, handouts, etc. and review class activities with two classmates. Missing more than two classes will earn you a personal meeting with me to discuss your absences. If you miss three classes (other than for religious holidays and for medical issues), I may suggest withdrawing from the course.

**Computer/Phone Use during Class.** Many students choose to bring their computers and/or other electronic devices to class to facilitate the retrieval of readings and to take notes; this use is appropriate. However, using your devices during class time for activities that are not related to the class or that disrupt the flow of the class is not appropriate. Further, such use is distracting and often disrespectful of other members of our class community. Please feel free to use your device if you have the self-discipline to use it appropriately; if not, do not use it during class. Also, remember to silence your cell phone during class.

**Academic Integrity**
In this and all other classes, operating under the highest standards of academic integrity is implied and assumed. It is important to be aware that academic integrity includes issues of both process and content. For example, treating the course and all class participants with respect, honoring class expectations and assignments, and seeking to derive maximum learning from the experience reflect some of the process aspects of academic integrity. Claiming ownership only of your own unique work and ideas, providing appropriate attribution of others’ ideas (including but not limited to direct quotes), clearly indicating the source of all paraphrased comments, and paraphrasing accurately are key components to the content of academic integrity. I encourage you to set your own aspirations and standards in ways that reflect the spirit and highest representation of academic integrity. I would also encourage you to consult the APA Manual (see Sections 6.01-6/10) and other resources that can answer detailed questions about correct attribution and avoiding plagiarism; the University of Michigan library offers a wide variety of on-line resources, as does the Rackham Graduate College (http://www.rackham.umich.edu/policies/academic-policies).

**Special Needs.** If you believe that you may need an accommodation for a disability, please contact me within the first two weeks of the class so that I can arrange for appropriate accommodations. We can then work with the Office of Services for Students with Disabilities (SSD; 734-763-3000; http://www.ssd.umich.edu); staff in this office will determine appropriate academic accommodations through a Verified Individualized
Services and Accommodations (VISA) form. We can then discuss ways to apply these in the context of this class. Any information you provide is private and confidential and will be treated as such. Also, if other life circumstances arise that may affect your participation or performance in this class, please let me know.

**Student Mental Health and Well-Being**
University of Michigan is committed to advancing the mental health and wellbeing of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, contact Counseling and Psychological Services (CAPS) at (734) 764-8312 and [https://caps.umich.edu/](https://caps.umich.edu/) during and after hours, on weekends and holidays, or through its counselors physically located in schools on both North and Central Campus. You may also consult University Health Service (UHS) at (734) 764-8320 and [https://www.uhs.umich.edu/mentalhealthsvcs](https://www.uhs.umich.edu/mentalhealthsvcs), or for alcohol or drug concerns, see [www.uhs.umich.edu/aodresources](http://www.uhs.umich.edu/aodresources). For a listing of other mental health resources available on and off campus, visit: [http://umich.edu/~mhealth/](http://umich.edu/~mhealth/).

**Religious Observation**
We will observe all University defined holidays in this class, holidays (e.g., Labor Day, Thanksgiving Day, Fall break). Because other days may be of religious significance to you, please inform me as soon as possible if a class day or due date for a class assignment conflicts with your observance of a religious holiday that is important to you. I will work with you to accommodate a request that takes your religious holidays into consideration.
Schedule of Readings and Assignments

SPECIAL EVENT THIS MONTH
Race and Social Justice in Education Symposium

Speaker: Dr. Marybeth Gasman, University of Pennsylvania
Time: Monday, Sept. 17, 4-5:30PM
Title: “Our Nation’s Professoriate, Diversity, and Racism: The Five Truths We Don’t Want to Confront”
Place: Prechter Lab

Dr. Gasman will speak to several aspects of TLEs that we will address in the remainder of this course. Please try to attend!

Unit 1: PERSPECTIVES ON ACADEMIC AFFAIRS AND STUDENT DEVELOPMENT

This first unit of this course is organized around five perspectives. As you study the readings listed each week, make a list of the elements noted by the authors that reflect influences on TLEs from each perspective. We'll return to your lists throughout the course.

1-September 10 Introduction to the Course and Each Other

In preparation for our first class today, please complete and post the Student Information Sheet (instructions are posted in the Assignment by this name) and peruse the two readings noted below.

Please come to class prepared to discuss the central question of this course: What do we mean when we speak of colleges and universities as TLEs? What are the sources of evidence that inform your response? How do you decide which to prioritize? I will use our discussion of this issue as a springboard for introducing the course, especially its purpose and structure.

Readings

This reading provides a brief summary of some key questions from the authors’ book. What are your initial reactions to this article? As far as you’re aware, what informed your reactions?

Which of the authors’ assertions “ring true” to you? Do you know why (however tentatively)?
For example (from Keeling & Hersch), is being a serious student a heroic act?

Do you agree that “the current culture of colleges and universities no longer puts learning first”? Why or why not?

What other assertions piqued your interest?

What would you nominate as “cumulative learning outcomes” that are important for students to achieve by graduation?


Acknowledgements (pp. v-vi)
Introduction, pp. 1-7

Use these introductory sections of the AAAS report as an opportunity to think about what makes institutions effective and what institutional components help define teaching-learning environments. (We will return to this report later in the term.)

Discussion of conceptual models of student success

What kinds of class dynamics do you think are important for discussion-based graduate seminars? What steps can we take to create healthy dynamics in this class?

Assign partners for next week’s class preparation activity.

2-September 17 Universities and Colleges as Teaching-Learning Environments

*To Be Completed Prior to Class*: In the higher education literature, universities and colleges are conceptualized in many ways - as complex organizations, political systems, fiscal agencies, management systems, etc. This assumes, of course, that universities and colleges are (or should be) teaching learning environments. *But what does this mean?*

The goals of this assignment are to: a) explore your conceptions of postsecondary institutions as teaching-learning environments (TLEs); and b) construct definitions of TLEs that we will use to frame our class discussions throughout the semester. Drawing on the readings and your experiences as students and practitioners, please complete the following tasks:

1) With your partner, discuss your views and reach consensus about the distinguishing features of college and university TLEs. Use the following questions to structure your conversations:

   a) Within your vision of a TLE, what is learning? What is teaching?
   b) When you refer to colleges’ and universities’ teaching-learning environments (TLEs), what do you mean?
   c) What are the key features of these TLEs that come to mind?
2) Create a conceptualization of postsecondary TLEs that captures your views. To do this, address the following topic: “When we speak about college teaching-learning environment(s), we mean…” Include both a written and visual conceptualization of your joint response, and post these in the Discussion section of our course Canvas site prior to class.

3) Identify areas of consensus and difference that emerged during your conversation and summarize these for discussion in class. Be prepared to talk about issues arising during your conversation, information you drew upon as you constructed your views, and other relevant factors that affected your conceptualization.

The Idea of the University and How Learning Should Take Place

American Association of Colleges and Universities (2011). *LEAP vision for learning: Outcomes, practices, impact, and employers’ views*. Washington, DC: AACU. [Focus on the learning outcomes and the contemporary context for today (pp. 1-14); I encourage you to explore the rest when you have time!]


Brown, J. S. (2009). Lecture: Learning in the Digital Age. [https://www.youtube.com/watch?v=jNwCGWXK6YU](https://www.youtube.com/watch?v=jNwCGWXK6YU). [The whole video is 1 hour, 15 minutes; Seely offers his main points in about the first 50 minutes.]

Reflect on the strategies you used to study these readings. What did you find effective?

Desired Class Dynamics, continued: Draft Class Interaction Guidelines.

3-September 24  

**Student Influences – Individual Level**

As you read each article, consider the author(s)’ purpose, conceptual foundation, assumptions, conclusions, implications for practice and future research. (See the posted note-taking guide for this purpose.) What does each article contribute to your understanding of individual level student influences on TLEs?

**Learning and Motivation**


**Cognitive Development and Learning**


This article shifts the focus from undergraduate to graduate students. In what ways do you think conceptual frameworks used to understand undergraduate student success are similar to and different from those used to understand graduate student success? (In light of today’s focus, please focus on individual-level student influences on TLEs. What does Lovitt’s article add to your understanding of these influences in the context of graduate student TLEs?)

Announce reporting process (who will discuss which articles) for Week 4.

Review Class Interaction Guidelines.

**4-October 1  Student Influences – Group Level**

I suggest adapting the note-taking guide posted last week for these readings. Familiarize yourself with the perspective of each set by reading *at least one article from each pair of readings*. (The student-led class activities should be based on both readings from your selected set.)

**Effects of Student Engagement and Disengagement**


Peer Group Effects

Inkelas, K. K., Johnson, D., Lee, Z., Daver, Z., Longerbeam, S. D., Vogt, K. & Brown Leonard, J. (2006). The role of living-learning programs in students’ perceptions of intellectual growth at three large universities. *NASPA Journal, 43*(1), 115-143.doi.org/10.2202/1949-6605.1574

Community Effects


Class Activity: Class members will lead the discussion of one of the sets of readings. Depending on the size of the class, class members will either work individually or in teams. If you are working in a team, plan on meeting with your partner prior to class to discuss the readings and to prepare a 30-minute class activity. Your tasks in this activity are to:

a) explain the authors’ theoretical perspectives and arguments and summarize the key findings;
b) highlight concerns about any relevant aspect of the reading (e.g., their arguments, definitions, measures, conclusions); and
c) lead a class discussion about the effects of group-level student influences on TLEs.

Please include a visualization (e.g., a table, figure, graph, picture) of some aspect of the readings (e.g., major questions such as the conceptual foundation, assumptions, conclusions, implications or about group-level student influences on TLEs).

5-October 8 Faculty Influences

*DUE: Reaction Paper #1*

Questions to Consider: The writers of the articles for this week consider faculty roles and work from multiple theoretical and positional perspectives (which informs the conceptual foundation). Come to class ready to discuss the purpose, conceptual foundation, assumptions, and conclusions for each article. (I’m hoping you’re now developing this habit.) If any of the implications for further research and practice pique your interest, make a note of these; who knows where it might lead?!
When you have read each of the articles, think about them as a whole: how does this collection of articles help you understand how faculty influence TLEs? To do this, I suggest that you draw a conceptual map (however rough, preliminary, tentative, or rudimentary!) that shows how you cluster related elements of faculty influence on TLEs and possible relationships among them. Be prepared to share your map in class.

**Reshaping Roles and Authority**


**Orientations to Teaching**

*Note: For our purposes today, focus on the arguments presented on pp. 1-13 of this chapter.*


*Note: Sharon Parry’s name was omitted from the title page of the journal, but is included on the title page of the article. I’ve never seen this before!*

6- October 15  UM Fall Break – NO CLASS

7-October 22  Organizational Influences

*DUE: Reaction Paper #2*

**Questions to Consider:**
As you read the selections for this week, identify the kinds of organizational structures (e.g., governance, degree programs) and processes (e.g., admissions, instructional) you would put in place to accomplish the teaching and learning missions of colleges and universities. Also consider the impact of organizational policies and practices on a university’s TLE.

Come prepared to discuss the organizational influences (both positive and negative) addressed by the authors of these articles. Here, too, consider how the purpose, conceptual foundations, assumptions, and conclusions of each article affects your understanding of organizational influences on TLEs.

**Mission/Culture/Climate**


**Structures/Processes**

8-October 29  

External Influences: National Debates and TLEs

Questions to Guide Class Discussion
National Commissions addressing select aspects of higher education are convened periodically in the U.S. Some of these spark debates about the purposes of higher education; looking at these provides historical context and examples of external influences on TLEs. Today’s class is designed to familiarize you with the role national commissions have and continue to play in higher education and to think through two major questions: 1) What informs how you interpret national reports? and 2) What kinds of questions should campus leaders ask about national reports that interest them?

Today’s readings include background readings on the mission of higher education and national reports (articles by Scott and Hutcheson), an original report released by a national task force, a response from a faculty member who opposes the report’s conclusion (Downs), a scholar and commission member who reflected on the report five years after its publication (Scobey), and an empirical study of students’ responses to campus climates around social responsibility (Barnhardt, Sheets, & Pasquesi). Based on today’s readings, please come ready to discuss your answers to the following questions:

What are the positions taken by the authors of A Crucible Moment and by Downs (2012)? What are their general arguments and what evidence do they provide in support of their positions?

What assumptions about higher education TLEs do the authors of both this report and articles share? What assumptions about higher education TLEs are fundamentally different?

Taken together, what does this collection of articles tell you about the role and influence of this national report?

What questions do these readings raise about this report?

An Historical Perspective on External Influences
[Note: There are many facets to this article. For our purposes, I suggest reading it with an eye toward external influences on TLEs, using the specific events noted as examples of how such influences have played out over time.]


Civic Engagement Debate


**Class Activity:** Assume that you are appointed to an ad hoc committee created by the Provost (the chief academic officer) on your campus and charged with responding to *A Crucible Moment*. You have been included on this committee in light of your understanding of national commissions in higher education and have been asked to draft a series of questions that you believe will help the committee interpret the findings and assess the recommendations. At the second meeting, you are asked to indicate which recommendations you find most important and compelling in light of the Provost’s emphasis on improving student learning on campus. Choose two and be prepared to present your case.

9-November 5  
**Other National Reports on Reform of Undergraduate Education: Discussion of the AAAS (2017) Report**


Be prepared to discuss the main points of this report you selected for your paper and your responses to the questions posed in the description of this assignment.

**DUE: Analysis Paper**

**Invited Guest:** AAAS (2017) Commission Member: Dr. Deborah Loewenberg Ball (Professor and former Dean of the UM School of Education) will discuss her role in the development of this report. (11:00-11:50am)

**Unit 2: CRITICAL ISSUES IN TLEs**

10-November 12  
**Assessment and TLE Quality**

**Questions to Consider:** Think about the student outcomes that you would include in a summative assessment of undergraduate learning at the conclusion of the baccalaureate degree. What would you choose as so important no student should graduate without achieving it? Where do you the outcomes you identified reflected in the articles you read
for today? Consider the administrative and political dynamics of assessment; how do these help and hinder using assessment to inform TLE quality? What other questions does this set of articles raise for you?


Student Outcomes


Learning Analytics

Baer, L. and Campbell, J. (2012). From metrics to analytics, reporting to action: Analytics’ role in changing the learning environment. In D. G. Oblinger (Ed.), Game changers: Education and information technologies (pp. 53-65). EDUCAUSE.

Note: I also posted several assessment instruments referenced in the readings in the Canvas module for this week. You may find them to be useful resources to you.

For a discussion of the CLA, see also pp. 21-26 of the Arum & Roksa chapter (College cultures and student learning) from which you read an excerpt Week. 5. The CLA discussion appears on pp. 21-26 of that chapter.

Invited Guest: Dr. Vicki Bigelow, Evaluation Coordinator, Center for Education Design, Evaluation, and Research (CEDER), School of Education (11:15-11:45am). Dr. Bigelow has extensive experience with assessment and program evaluation and will speak from the perspective of an assessment specialist with lots of “hands-on” experience.

November 14-18: Annual Meeting of the Association for the Study of Higher Education (ASHE), Tampa, Florida.
11-November 19  Diversity Issues and TLEs

There has been explosion of scholarly work on this topic. For this unit, I chose articles that represent a variety of perspectives (e.g., policy, faculty, students) and issues. Please read at least two articles from each of the first two categories. Again, read with an eye toward how each article helps you understand the role and effects of diversity issues on TLEs.

Questions to Consider: “Diversity” is a complex concept used in reference to curriculum, teaching, learning, students, teachers and many other aspects of higher education. What is a diverse TLE? What effects does a diverse TLE have on learners and on faculty? In making a compelling argument to support affirmative action, colleges and universities (as well as businesses) talk of the need to prepare students to live in a diverse democracy and to work in diverse settings. What do you see as the challenges these expectations present to postsecondary TLEs?

Structural Diversity


Institutional Level – Climate and Curricular Diversity


Societal Level

12-November 26 Academic Freedom – Rights and Responsibilities-1: Freedom of Speech

**Questions to Consider:** Note that the historical context for this topic was provided in the reading by Scott (2006) in Week 8. Each set of readings listed below concludes with statements that suggest ways to advance issues of academic freedom. Please come prepared to critique the readings, including the statements they proffer and suggestions they offer. In addition, consider this question: What do you see as the challenges presented by these issues for postsecondary TLEs?

A) Conceptions of Academic Freedom

[Note: This is available online from [www.aacu.org](http://www.aacu.org) and published in *Liberal Education*, Spring, 2006, Vol. 92(2), a special issue on academic freedom.]


**Class Discussion:** What key differences do you see between the perspectives reflected in the AACU Statement and Horowitz’ Statement? What is your assessment of the published responses to each Statement?

B) “Academic Freedom” – Freedom of Speech

*Freedom of Speech among Students*

Applebaum, B. (February 2009). Is teaching for social justice a “liberal bias”? *Teachers College Record, 111*(2), 376-408.

**Class Discussion:** You are the associate vice-president for student affairs at a public research university and have been asked to offer recommendations on how to respond to parental concerns arising from the publicity around this issue. What will you say?

*Freedom of Speech among Faculty*


**Class Discussion:** You have been invited to participate in a public debate about faculty rights and responsibilities around freedom of speech. The organizers have decided to use the Ward Churchill case to focus the debate. What main points would you convey?

13-December 3  

**Academic Freedom – Rights and Responsibilities-2: Academic Integrity**

**Questions to Consider:** What important concepts or ideas do each of the readings emphasize? What piqued your interest? (Why this?) Each set of readings listed below concludes with an anchoring discussion question or suggestions for practice. Please come prepared to critique the readings and to respond to their conclusions or questions posed. What do you see as the challenges presented by these issues for postsecondary TLEs?

I also suggest that you review the brief comment on Academic Integrity on p. 5 of this syllabus. What do you see as the purpose and limitations of such statements?

*Academic Dishonesty among Students*


**Class Discussion:** As the dean of student affairs, the academic associate dean of your college has asked you to work as a consultant to an appointed committee on the development of guidelines and practices to foster academic honesty among undergraduate students. Plagiarism by students is the first priority. Based on these readings, what will you recommend? Based on other sources of awareness, what else might you recommend? What are implications for TLEs of your recommendations?
**Academic Dishonesty – Faculty**


**Class Discussion:** The student and faculty governments on your campus are at odds over a proposal to implement a student honor code. The sticking points are primarily around whether students or the faculty member teaching a particular class should be responsible for monitoring and enforcing such a Code. Which group do you think should be responsible? Why? What implications do you see for TLEs weighing this decision? What advantages or disadvantages do you see for reframing the solution in terms of creating a culture of integrity rather than an honor code?

**Invited Guest:** Mr. Tim Sparks, Ross School of Business (11:30am-12:00 noon). Tim will share information about the efforts within Ross to address academic integrity issues there. He has worked on these issues there for the last year.

**For next week:** See question posted on Canvas.

14-December 10  Looking Back, Looking Forward

*[Last Day of Class]*


Reflecting on the broad range of factors that affect TLEs, where do Rendón’s “agreements” fit in your emerging conceptualization of TLEs? What agreements about teaching and learning would you like to recast?

The remaining focus of our last class will be to reconsider the major questions of this course, your stance on them, and the kinds of questions you now seek to explore.

I value your feedback. *Be sure to complete your Course Evaluation* (available through Canvas).

**December 14  Final Paper Due**

**Friday, 1 PM**