LDST 390-08, Special Topics - Bad Romance: Colleges & Government in the Age of Accountability
Spring 2017, Dr. R. Alan Leffers

Bad Romance: Colleges & Government
In the Age of Accountability

Spring 2017, Dr. R. Alan Leffers

January 13 – April 21, 2017
Fridays, 10:30 a.m. – 1:10 pm

Instructor
Dr. R. Alan Leffers
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Email: aleffers@richmond.edu

Office Hours: by appointment
Phone: 215-990-0218

Description
Higher Education and government seemingly can’t live without each other, but increasingly appear to be on a path to irreconcilable differences. This course will set forth the scrutiny facing our colleges in a new and unprecedented era. The public and its representatives are rightly calling for institutions to justify their costs and outcomes, among many other issues. Meanwhile, colleges are decrying escalating regulations and exposure to liability for handling responsibilities unimaginable only two generations ago. This course will examine how we arrived at this point and the consequences of ever-expanding public policy on our colleges. What impact does government regulation have on the student experience, daily operations and leadership roles on our campuses? And what will it take to redeem the marriage of convenience between government and higher education? The course will be conducted as a seminar with classroom discussion and small group projects that culminate in identifying our most critical public policy issues and the leadership needed to resolve them.

Learning Objectives
Upon completion of this course, students will be able to:
• Recognize historical and philosophical influences that have guided the evolution of government involvement in American higher education;
• Identify the diverse purposes, organizational structures, roles and functions of higher education in the U.S.
• Articulate the significance of higher education to society and its relationship to the American public;
• Apply data and analysis regarding the regulation of contemporary higher education and draw conclusions as to how the current era differs from the past;
• Articulate a general understanding of the public policies governing higher education;
• Demonstrate understanding of the various challenges facing higher education and the multiple audiences and constituents seeking to hold the academy accountable for its outcomes and value;
• Identify the general legal principles and current legal issues affecting the administration of higher education;
• Describe the leadership qualities of those seeking to affect change on our campuses in this new age of accountability.

Instructional Methods
Class meetings will consist of lectures, discussions, hands-on activities, and peer work.

Philosophy of Course
The course material will be covered in a variety of ways always with an eye toward your interests, beliefs, values, attitudes, biases, ideologies, etc. In this course you will be expected to develop your “voice” as a leader. There will also be a strong emphasis on developing your ability to analyze or “make sense” of higher educational institutions in the context of government influence and
regulation. We will seek to demystify the relationship between government and higher ed and examine closely the many issues they are facing. It is imperative that you use the concepts from your readings during in-class exercises and to organize your written work.

**Course Text**

**Required**


**Recommended**


Additional readings will be made available on Blackboard.

**Grading**

Your final grade is based on the weighted average of grades received on individual assignments and your contributions to in-class activities and discussion. This course will employ a variety of approaches to instruction and relies heavily on student participation and discussion. Course requirements include both individual and group work. You will be evaluated on the following items:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Class Participation</td>
<td>10%</td>
</tr>
<tr>
<td>News/Editorial Presentation</td>
<td>20%</td>
</tr>
<tr>
<td>Scholarly Article Presentation &amp; Brief Written Summary</td>
<td>25%</td>
</tr>
<tr>
<td>Public Policy Research Paper</td>
<td>25%</td>
</tr>
<tr>
<td>Team Policy Debate</td>
<td>20%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Class Participation**: All assigned readings need to be completed before class on the assigned date, and should be brought to class for reference. Active participation in class discussion is expected. Students should be ready to share perspectives, questions, and insights from the readings.

**Article Presentations**: Students will be expected to present information to the benefit of one another instead of personally reading all source materials included in the attached bibliography. As such, you will be assigned one scholarly article or chapter to present (or two if you choose to co-present with another student) and seven news articles/editorials to present individually during class time on the days indicated in the course schedule. Please note the numbers corresponding to each news article; each student will be assigned a number during the first class meeting and assigned the news articles corresponding to his/her number.

**News/Editorial Presentations (20%)**

Your presentations of assigned news articles and/or editorials will be in the context of a wide-ranging conversation with the class on the topic of the day. You will not be expected to make a “formal” presentation but are, instead, asked to discuss your article for 2-3 minutes at some point during the course of the conversation. Be prepared to explain the salient points, who wrote the article, when it was written and where it can be found. Each student has been assigned seven articles during the course of the semester.

**Scholarly Article Presentation and Brief Written Summary (25%)**

You (and your partner, if you choose to pair up) should plan to spend approximately 20-30 minutes presenting your article or chapter and answering questions. Your presentation should include information about who wrote it, the writer’s background, the article’s main points and major conclusions and how the article relates to the day’s topic and other readings assigned to the class for that day. Any attempts to make your presentation lively, memorable, enlightening and/or
entertaining will likely be appreciated by your classmates (and me). You are expected to develop ideas from the article by employing examples from the “real world” and/or eliciting feedback and discussion from your classmates with thought-provoking questions. Visual aids are welcome but any media beyond PowerPoint or the blackboard will require my prior approval. PowerPoint presentations are limited to five slides. If you choose to present your scholarly article with a partner, please be aware that you and your partner must present twice (your assigned article and your partner’s). Please also submit to me a one-to-two paragraph summary of your article on the day of your presentation.

**Public Policy Research Paper (25%)**: The Public Policy Research Paper will afford students an opportunity to explore a public policy issue that has impacted or will likely impact higher education. The paper must include: 1) a history of the issue; 2) a summary of the current or most recent debate regarding the issue; 3) an analysis of the policy alternatives proposed by public policymakers and advocates; 4) how the settled policy solution (or proposed solution) impacts the administration of higher education institutions.

You are encouraged to consider the topics listed on Appendix D, “A Cursory List of Public Policy Areas Impacting Higher Education” provided, but are not limited to this list. The paper should include at least eight (8) different research sources on the subject. Sources may include, but are not limited to: federal and state laws and statutes; federal and state agency directives/guidelines; institutional policies and contracts; higher education journals/periodicals, books, monographs and Web sites; law dictionaries and encyclopedias; and or qualitative research (such as interpersonal interview of professionals in the field of higher education, legislators, attorneys or public policy advocates). The Public Policy Research Paper should run to approximately 15-20 pages and is due electronically on Friday, March 31 at 5 pm.

**Team Policy Debate (20%)**: To culminate the semester, students will be split into teams and participate in debates focused on public policy proposals that address a vexing issue facing higher education. Four thirty-minutes debates, each featuring two teams of 2 or 3 students, will take place in lieu of a final exam. Teams may choose from a list of public policy proposals provided by Dr. Leffers or may suggest a topic of their own. Further instructions outlining the structure of the debate format and will be provided in class.

**Policies & Information**

1. **Attendance**: Class attendance is expected and is included in the class participation grade. Nevertheless, students may occasionally need to be absent due to illness, family, or work; in those cases, please contact me in advance. More than two absences will affect the final course grade.

2. **Participation and Civility**: Because this course is conducted primarily as a seminar, much of the value of the class comes from contributions of students. Actively engaging in discussion about ideas and concepts is one means of learning new material and considering your position with regard to those ideas and concepts. Participation in the class is designed to help you develop your listening and verbal skills by encouraging active involvement in the learning process. Participation does not necessarily equal talking a lot (in fact, talking for the sake of talking often detracts from one’s participation).

3. **Computers, Cell Phones, etc.**: Use of computers/tablets should be limited to note-taking, assigned readings, and in-class exercises. Emailing, texting, Facebook and other social media should be limited to before and after class and during breaks. During peer or guest presentations, I expect all computers/tablets to be put away. If I find this becomes an issue, we will revisit the policy as a class. Computers may contribute to active learning, AND may serve as a distraction. I encourage you to consider your own learning style with regard to
this. If a computer will distract you more than it will help you, I challenge you to turn it off and participate in class using paper and pen.

Similarly, there are legitimate reasons to have a cell phone in the classroom (work, family emergencies, etc.) AND they may also serve as a distraction. Please balance these needs appropriately.

4. **In-Class Multi-Tasking:** While it may seem odd to include a course policy on this, I find it increasingly necessary. Additionally, there is ample research that suggests multi-tasking has a significant negative influence on academic performance and engagement. Students who are discreetly (or indiscreetly) checking email, on social media, shopping, and generally conducting unrelated activities on their devices in class may feel they are not disruptive and are, therefore, not acting inappropriately. They are, however, halting their own participation in class and may be disruptive to those around them (including the professor); this behavior impairs their learning as well as that of the other class members.

5. **Assignments:** All assignments should be turned in at the beginning of class in hard copy on the date assigned unless otherwise stated in the syllabus. Late assignments, without prior arrangement, will result in the lowering of a student’s grade.

All formal work (research, final projects, etc.) should utilize APA style (refer to the Publication Manual of the American Psychological Association, 6th edition). Papers should be typed in a 12-point standard font (e.g., Times New Roman) with one-inch margins. Papers should include a cover page, running head with page numbers, headings (and sub-headings, if appropriate), properly formatted tables and figures if used, and properly formatted references.

College-level writing is an expectation for all written work. This includes grammar, punctuation, spelling, and clarity of expression. I encourage you to work with a classmate or writing group to critique and proofread one another’s assignments. Each of you is likely to submit better papers and projects as a result of that process. Additional assistance is available at the University of Richmond Writing Center located in Weinstein Hall (4th floor).

http://writing.richmond.edu/

6. **University Email Policy:** Students are expected to activate and then check their official UR email addresses on a frequent and consistent basis to remain informed of University communications, as certain communications may be time sensitive. Students who fail to check their email on a regular basis are responsible for any resulting consequences.

7. **Blackboard Website:** This course will utilize the online learning website. On this website, you will be able to access the course syllabus, all scanned readings, weekly PowerPoint slides, and other class handouts. Students are expected to use this website to access relevant readings and course materials as well as to submit completed assignments when indicated.

8. **Students in Distress:** Services for students in various forms of distress are offered by Counseling and Psychological Services (CAPS). Please visit http://wellness.richmond.edu/offices/caps/ for more information. During evenings and weekends, emergency crisis assistance is available through the UR Police emergency number at 804-289-8911.
## Course Outline

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic &amp; Readings</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>1/13</td>
<td>What is “Higher Education” &amp; What’s Govt. Got to Do with It?</td>
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<tr>
<td>2</td>
<td>1/20</td>
<td>Is Higher Education in Crisis?</td>
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<tr>
<td></td>
<td></td>
<td>All Students Read:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Bok Introduction and Chapters 1-2</td>
</tr>
<tr>
<td>3</td>
<td>1/27</td>
<td>Is College Worth it? How Do We Know?</td>
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<tr>
<td></td>
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<td>All Students Read:</td>
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<tr>
<td></td>
<td></td>
<td>• Bok Chapter 4</td>
</tr>
<tr>
<td>4</td>
<td>2/3</td>
<td>Why Does College Cost So Much?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>All Students Read:</td>
</tr>
</tbody>
</table>
higher education dollar (pp. 27-43). Cambridge, MA: Harvard Education Press.

**Scholarly Article Presentations (3):**


**5 2/10 Paying for College: Who Should Write the Checks?**

**All Students Read:**
- Bok Chapter 5

**Scholarly Article Presentation (1):**

**6 2/17 Who’s in Charge of the University?**

**All Students Read:**
- Bok Chapter 3

**Scholarly Article Presentation (1):**

**7 2/24 What Do Colleges Owe Their Students? Teaching, Learning and the College Environment**

**All Students Read:**
- Bok Chapters 8-10
### Scholarly Article Presentation (1)


### The Legal Environment

**All Students Read:**


### SPRING BREAK – NO CLASS

### Public Policy & Federal Higher Education Rulemaking

**All Students Read:**

- NACUBO’s HEOA Checklist

**Scholarly Article Presentation (1)**


### Government Mandates: Access and Success

**All Students Read:**


### Scholarly Article Presentations (2)


### 11 3/31 Government Mandates: Safety & Security

All Students Read:
- Title IX Dear Colleague Letter

### 12 4/7 Accreditation

All Students Read:
- Middle States Summary of Commission Actions on Institutions
- Middle States Standards for Accreditation Standard 14

### Scholarly Article Presentations (3)


### 13 4/14 The States and Higher Education Accountability


### Scholarly Article Presentations (2)

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>4/21</td>
<td>The Future of Higher Education and Government’s Role</td>
</tr>
<tr>
<td>4/24</td>
<td>Group Policy Debates during scheduled exam period</td>
</tr>
</tbody>
</table>

**All Students Read:**
- Bok Chapter 18 and The Last Word (pp. 408-412)

**Scholarly Article Presentations (3)**
Jepson School of Leadership Studies
Common Syllabus Insert

Awarding of Credit
To be successful in this course, a student should expect to devote 10-14 hours each week, including class time and time spent on course-related activities.
registrar.richmond.edu/services/policies/academic-credit.html

Disability Accommodations
Students with a Disability Accommodation Notice should contact their instructors as early in the semester as possible to discuss arrangements for completing course assignments and exams.
disability.richmond.edu/

Honor System
The Jepson School supports the provisions of the Honor System. The shortened version of the honor pledge is: "I pledge that I have neither received nor given unauthorized assistance during the completion of this work."
studentdevelopment.richmond.edu/student-handbook/honor/the-honor-code.html

Religious Observance
Students should notify their instructors within the first two weeks of classes if they will need accommodations for religious observance.
registrar.richmond.edu/planning/religiousobs.html

*updated 8/10/2016
Appendix A

News/Opinion Readings
Numbers in left column correspond with number assigned to each student during the first class session. Student should be prepared to discuss the article for 2-3 minutes in class.

Friday, January 20  Is Higher Education in Crisis?

Friday, January 27  Is College Worth It?  How Do We Know?
6. Editorial (2014, June 5) Is College Worth It?
7. Luhby, T. (2016, June 30). College grads are getting nearly all the jobs

Friday, February 3  Why Does College Cost So Much?
15. Blumenstyk, G., Lambert, L. and Supiano, B. (2015, April 1). The Decreasing Affordability of Public Flagships, in One Chart

Friday, February 10  Paying for College: Who Should Write the Check?

Friday, February 17  Who’s in Charge of the University?
6. Schmidt, P. (2015, March 11). Graduate-Student Union Organizers Hail NYU Deal as a Breakthrough
8. Zamudio-Suaréz, F. (2016, April 29). In Fight Over UC-Davis Chancellor’s Future, Where Does the Faculty Stand?
9. Schmidt, P. (2016, April 29). George Mason’s Plans to Honor Scalia Spark Protests Over the University’s Direction


15. Williams, G. (2005, October 31). *U.S. Senate to Investigate Board of American U. Over Ladner’s Compensation*


5. Hammond, R. (2013, January 7). *As Presidents Retire, Colleges Look Farther Afield for Their Replacements*

6. Gardner, L. (2015, September 8). *The Path to Change Runs Through the Provost’s Office*

7. Schmidt, P. (2016, May 5). *George Mason Faculty Demands Review of University’s Agreements with Donors*

8. Schmidt, P. (2016, April 23). *A Rare Look at What Makes Student Trustees Effective*


12. Brown, S. (2016, March 31). *In an Era of Campus Activism, a Student Group Seeks to Be the Face of Free Speech*

Friday, February 24  *What Do Colleges Owe Their Students? Teaching, Learning and the College Environment*


15. Managan, K. (2016, May 30). *This Professor Enrolled as an Undercover Student*


17. Schmidt, P. (2016, April 10). *We May Know Less Than We Thought About What Helps or Hurts Students*


2. Blumenstyk, G., and Young, J. (2016, April 27). *Dissecting One (Extremely Boring) College Lecture*

3. Lai, J. (2016, July 5). *One in Four College Freshmen Won't Return This Fall. Here's How Schools Are Trying to Bring Them Back*

Friday, March 3  *The Legal Environment of Higher Education*


8. DeSantis, N. (2016, October 3). Supreme Court Won’t Hear O’Bannon Fight Over NCAA’s Amateurism Model
9. Managan, K. (2016, August 8). Some Texas Faculty Members Wonder if They Can Keep Guns Out of Their Offices

Friday, March 17    Public Policy & Federal Higher Education Rulemaking


Friday, March 24    Federal Mandates: Access and Success
15. Douglas-Gabriel, D. (2016, July 1). The surprising number of community college students without access to federal student loans
1. Thomason, A. (2016, April 11). College Attainment Ticks Up, Lumina Says, but Is Likely to Miss 60% Goal

Friday, March 31

Federal Mandates: Safety & Security
2. Gardner, L. (2015, March 9). Connie Clery Turned Grief into Activism, and Is Pleased by the Results
13. Thomason, A. (2017, January 5). In Letter to College Presidents, Biden Urges Continued Fight Against Sexual Assault

Friday, April 7

Accreditation

Friday, April 14

The States & Higher Education
7. Selingo, J. (2011, June 12). The Ideological Divide Between Colleges and Their State Lawmakers
8. Johnson, J. (2013, May 30). St. Mary’s College of Maryland President Questioned on Student Shortage

Friday, April 21 The Future of Higher Education and Government’s Role
Appendix B: Bibliography


Lai, J. (2016, July 5). One in four college freshmen won't return this fall. Here's how schools are trying to bring them back. The Philadelphia Inquirer. Retrieved from http://www.philly.com/philly/education/20160705_One_in_four_college_freshmen_won_t_return_this_fall_Here_s_how_schools_are_trying_to Bring_them_back.html


Schmidt, P. (2016, April 10). We may know less than we thought about what helps or hurts students. The Chronicle of Higher Education. Retrieved from http://www.chronicle.com/article/We-May-Know-Less-Than-We/236052


Appendix C: Rubrics

Class Participation Rubric

<table>
<thead>
<tr>
<th>Element</th>
<th>Exemplary</th>
<th>Accomplished</th>
<th>Developing</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening Skills</td>
<td>Student listens attentively when others present materials, perspectives, as indicated by comments that build on others’ remarks, i.e., student hears what others say &amp; contributes to the dialogue.</td>
<td>Student is mostly attentive when others present ideas, materials, as indicated by comments that reflect &amp; build on others’ remarks. Occasionally needs encouragement or reminder of focus of comment.</td>
<td>Student is often inattentive and needs reminder of focus of class. Occasionally disruptive or not actively engaged.</td>
<td>Does not listen to others; regularly talks while others speak or does not pay attention while others speak; detracts from discussion; sleeps, etc.</td>
</tr>
<tr>
<td>Frequency of</td>
<td>Student often initiates contributions in each class meeting at appropriate times and plays an active role in discussions.</td>
<td>Student initiates contributions occasionally and plays an active role in discussions.</td>
<td>Student rarely initiates contribution and has limited interaction in discussions.</td>
<td>Student does not initiate contribution and demonstrates a notable lack of interest.</td>
</tr>
<tr>
<td>Participation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quality of</td>
<td>Comments are always insightful and constructive and reflect a deep understanding of assigned texts and remarks of other students; comments are balances between general impressions, opinions and specific, thoughtful criticisms or contributions.</td>
<td>Comments are mostly insightful and constructive; occasionally comments are too general or not directly relevant. Comments reflect an understanding of assigned material and remarks of other students.</td>
<td>Comments are sometimes instructive with occasional signs of insight; comments are not always relevant to the discussion. Comments sometimes betray lack of preparation or indicate lack of attention to previous remarks of other students.</td>
<td>Comments are uninformative; there is a heavy reliance on opinion and personal taste. Comments reflect little understanding of either the assignment or previous remarks.</td>
</tr>
<tr>
<td>Comments</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Risk Taking</td>
<td>Demonstrates an ongoing willingness and eagerness to examine and challenge personal views and actively engage in debate.</td>
<td>Demonstrates a frequent eagerness to examine and challenge personal views and engage in debate.</td>
<td>Occasional willingness to examine and challenge personal views. Rarely engages in debate.</td>
<td>No effort to examine and challenge personal views or engage in debate.</td>
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</table>
## Article Presentation Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Excellent (5)</th>
<th>Accomplished (4)</th>
<th>Developing (3)</th>
<th>Limited (2)</th>
<th>Unacceptable (0)</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic information about article: author; author’s background; publication name; publication date</td>
<td>Presenter(s) covered all basic information thoroughly</td>
<td>Most elements covered thoroughly, others mentioned but not covered in any detail</td>
<td>Some elements covered thoroughly, some elements missing</td>
<td>Some elements covered but not thoroughly, others missing</td>
<td>Basic elements missing, not discussed</td>
<td></td>
</tr>
<tr>
<td>Central ideas of the article</td>
<td>Presenter provided thorough and insightful discussion of article’s major points</td>
<td>Main points covered completely</td>
<td>Some central ideas covered thoroughly while others left unmentioned</td>
<td>Some central ideas mentioned but in limited detail; other points missing</td>
<td>Article’s main points missing, not discussed</td>
<td></td>
</tr>
<tr>
<td>Article’s relevance to the day’s topic/ significance to the study of org. and gov. in higher education</td>
<td>Presenter thoroughly explained article’s relevance to the day’s topic; effectively linked its meaning to other readings and its significance to the study of H.E.</td>
<td>Presenter made relevant connections to the day’s topic and other readings</td>
<td>Attempted to make linkages to the day’s topic and readings but missed some relevant points</td>
<td>Presenter attempted to make linkages to the day’s topic but in error and incomplete</td>
<td>No mention of relevance to the day’s topic or of significance to study of higher education</td>
<td></td>
</tr>
<tr>
<td>Class participation and sense making</td>
<td>Presenter effectively encouraged class participation in a way that significantly enhanced students’ learning</td>
<td>Presenter included class participation elements that enhanced students’ learning</td>
<td>Class participatory elements included with the potential to enhance student learning</td>
<td>Participatory elements included but without potential to enhance learning</td>
<td>Participatory elements not included</td>
<td></td>
</tr>
</tbody>
</table>
Policy Paper Rubric

Argument

The paper articulates a specific, significant issue.  
The issue is well defined and clearly presented.  
Evidence for the position is clear and well-researched.  
The decision is well-reasoned and clearly articulated.  
Evidence from peer-reviewed sources support argument.

General Writing Feedback

The writing is free or almost free of errors               
The tone is consistently professional                      
The paper does not exceed 1,000 words                     
The ideas are arranged logically to support the purpose     
APA format is accurately and consistently used            
The reference page is in APA style and complete
Appendix D:

A Cursory List of Public Policy Areas Impacting Higher Education

- Accreditation
- Affirmative action
- Age discrimination
- Animal Rights (i.e. lab experimentation)
- Anti-trust laws (regarding tuition price-fixing and tuition discounting among institutions)
- Assessment/accountability/outcomes
- Consumerism/students’ rights to disclosure
- Copyright and patent laws
- Campus security/crime prevention on campus
- Data collection, maintenance, reporting regulations (HEOA)
- Degrees/certificates/diplomas (regulation of diploma mills/fraudulent degrees)
- Disabled students, employees
- Drug-Free workplace regulations
- Drug-free schools regulation
- Emergency preparedness/planning regulations
- Environmental safety
- Equal employment legislation
- Family and medical leave
- Financial aid (Title IV, Higher Education Opportunity Act, tuition tax credits, student loan default reduction, et al)
- Health benefits (post-ACA)
- Homeland Security regulations/compliance
- Human subjects research regulations
- Immigration
- Intercollogeiate athletics (anti-trust issues; Title IX, et al…)
- Intellectual property rights
- International students/scholar exchange programs (and security-related issues)
- Labor-management relations/collective bargaining
- Licensure of professions and other occupations
- Open-meeting/open records (“sunshine”) laws
- Military education
- Occupational Safety and Health Administration (OSHA) standards
- Privacy (FERPA or the "Buckley Amendment")
- Proprietary institutions
- Remedial education (persistence/graduation rates, tuition exemptions, Complete College America agenda)
- Research regulations (funding/financial management, clinical trials, et al)
- Sex discrimination
- Sexual harassment
- Taxation policy
- Veteran's benefits and protections
- Violence legislation