

EDHE 6550
Policy Studies in Higher Education
Wednesdays, 5.30-8.20 pm
Zoom
Spring 2021

About the instructor

Barrett Taylor, PhD
He/him/his
Associate Professor of Higher Education
Matthews Hall #214J
T: 940.565.3238
E: barrett.taylor@unt.edu or bjt512@gmail.com

Office hours: Mondays, 11.00 pm – 2.00 pm
Tuesdays, 11.00 pm – 2.00 pm

To ensure the safety of the UNT community, I will not keep office hours during the pandemic. However, I am happy to meet virtually. Simply write to me at the email address posted above, noting the days and times at which you are available to meet. I generally reply to email within 24 hours, and often even sooner.

Course objectives

This course is designed as part of a sequence of classes intended to prepare you for work in higher education as a scholar-practitioner. To that end, this course has two complementary objectives.

First, this class will familiarize you with basic principles and current issues of higher education policy. Every scholar-practitioner needs an understanding of educational policy because state and federal policy environments shape virtually every office on a campus. I seek to present core concepts in a way that they may be applied readily to educational practice. I will give special attention to the ways in which these topics touch upon other core issues in higher education – such as organization and administration, finance, and student choices – in an effort to integrate this course’s content with the other classes you will take while at UNT.

Second, this course will help you to develop the range of skills that characterize advanced scholar-practitioners in higher education. Necessary skills include the ability to write clear scholarly prose, and to present academic content orally. Course assignments will be graded accordingly. Please note that the “APA manual” is the official referencing guide of the Department of Counseling and Higher Education.

In addition, scholar-practitioners must be able to read and comprehend a variety of sources, including books, policy reports, and peer-reviewed journal articles. This will involve some familiarity with qualitative and quantitative research methods. If you do not possess this familiarity, simply do your best with course readings and raise relevant questions in class. You are responsible for learning all materials presented in the course,

so please ask questions that you have so that you can hone your skills as a reader of academic content.

Assignments

There are four assignments in this course:

1. State case studies: Students will present single-state case studies orally. The oral presentation should last 10-12 minutes, and will be followed by questions/comments from the class. The case study should explore higher education within a state that is not covered by course readings (i.e., not Texas, Georgia, North Carolina, etc.). The case study should draw on data from multiple sources – e.g., SHEEO, the state governing agency, the *Chronicle Almanac*, peer-reviewed journal articles – in order to highlight key aspects of the state system. Each report should address:
 - a. The state's demographics, higher education history, and the composition of the system (publics/privates; two/four years, etc.).
 - b. The state's governance mechanism (centralized, coordinating, etc.).
 - c. The state's mechanism for funding higher education (appropriations, student aid, performance- vs. formula-based, etc.).
 - d. The extent to which the state meets goals of access, affordability, and performance outcomes.
 - e. Significant challenges facing the state in the future.10% of final grade.
2. State examination: This take home exam addresses major themes of the course with an emphasis on state higher education policy. Students will have one week to respond to exam questions using course materials. 40% of final grade.
3. Final examination: This take home exam addresses major themes of the course including state, federal and global dimensions. Students will have one week to respond to exam questions using course materials. 40% of final grade.
4. Class participation: **Attendance at all course sessions (Zoom) is required.** In accordance with Texas state law, absences on religious holy days will be considered excused. Students must complete assignments within a reasonable time frame after the absence at no penalty to their grade. I request that you let me know at your earliest convenience if you will be observing a religious holy day at a time during which we have scheduled a course meeting. If you must miss a course meeting for any other reason, please notify the instructor immediately. In addition to attendance, students are required to complete all readings and to participate in all class sessions. Please note that "participation" does not necessarily require speaking, and certainly does not indicate speaking out of turn or talking over classmates. 10% of final grade.

Grades and evaluation

A course grade of "A" (90-100) indicates exemplary work. A "B" (80-89) denotes work that meets expectations of a graduate student. A "C" (70-79) is assigned to work that does not meet expectations of graduate student performance. Grades of "D" (65-69) and "F" (<65) are assigned when work is unacceptable.

Late assignments

Assignments are due at the dates and times specified in the syllabus. Late work will be penalized one plus or minus for each day that it is late

Course readings

There are two required texts for this course:

McMahon, W. W. (2009). *Higher learning, greater good*. Baltimore, MD: The Johns Hopkins University Press.

In weekly assignments, I will refer to this text as “McMahon.”

St. John, E. P., Daun-Barnett, N., & Moronski-Chapman, K. M. (2018). *Public policy and higher education*. New York: Routledge.

In weekly assignments, I will refer to this text as “St. John.”

In addition to these texts, we will read from a variety of book chapters, peer-reviewed journal articles, and policy reports. Some of these documents will be made available to you through an electronic course reserve. This reserve is offered as a convenient way to access materials available through the UNT library, and its contents are intended only for educational “fair use” within copyright provisions (i.e., you are not to distribute these documents to others).

Find the course reserve by clicking the “course reserve” link on the UNT library’s main page. You then can search for this class by course number (EDHE 6550). The password for this reserve is “publicgood” (case-sensitive). You must not share this password with others outside the class. Further, library staff will not be able to provide the password to you should you lose it. Please ask a classmate or secure a duplicate copy of the syllabus.

Peer-reviewed journal articles are available through the UNT library. They are not part of the electronic reserve because you can find them easily using the citation information found in this syllabus.

A third group of readings are available through the UNT library as electronic books. Here again, these chapters cannot be posted as part of the course reserve, though some can be accessed from links found in the course reserve. All assigned e-books can readily be accessed from the library’s main page.

Finally, policy reports are available publicly through the body that published these documents. A simple google search using information in the citation should take you to the items that you will need to read. Where possible I have included links to expedite your searches.

Succeed at UNT

- Show Up

- Find Support
- Take Control
- Be Prepared
- Get Involved
- Be Persistent

Academic Integrity and Academic Dishonesty

Academic Integrity is defined in the UNT Policy on Student Standards for Academic Integrity. Academic Dishonesty includes cheating, plagiarism, forgery, fabrication, facilitating academic dishonesty, and sabotage. Any suspected case of Academic Dishonesty will be handled in accordance with University policy and procedures. Possible academic penalties range from a verbal or written admonition to a grade of “F” in the course. Further sanctions may apply to incidents involving major violations. The policy and procedures are available at: <http://vpaa.unt.edu/academic-integrity.htm>.

Acceptable Student Behavior

Student behavior that interferes with an instructor’s ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at www.deanofstudents.unt.edu

Disability Access

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodations at any time, however, ODA notices of reasonable accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of reasonable accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of reasonable accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information, refer to the Office of Disability Access website at <https://studentaffairs.unt.edu/office-disability-access>. You may also contact ODA by phone at (940) 565-4323.

EagleConnect

All UNT students should activate and regularly check their EagleConnect (e-mail) account. EagleConnect is used for official communication from the University to students. Many important announcements for the University and College are sent to

students via EagleConnect. For information about EagleConnect, including how to activate an account and how to have EagleConnect forwarded to another e-mail address, visit <https://eagleconnect.unt.edu>. This is the main electronic contact for all course-related information and/or material.

Emergency Notifications and Procedures

UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

Observation of Religious Holy Days

If you plan to observe a religious holy day that coincides with a class day, please notify your instructor as soon as possible.

Sexual Discrimination, Harassment, & Assault

UNT is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these acts of aggression, please know that you are not alone. The federal Title IX law makes it clear that violence and harassment based on sex and gender are Civil Rights offenses. Because of Texas Senate Bill 212, as a UNT employee, I am required by law to report sexual misconduct, relationship violence, stalking, and crimes. I cannot keep those things confidential if you reveal any of those to me. If you need a confidential resource available on campus or in the local community then I can refer you.

UNT has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more. UNT's Dean of Students' website offers a range of on-campus and off-campus resources to help support survivors, depending on their unique needs: http://deanofstudents.unt.edu/resources_0. Esther Oppong is UNT's Student Advocate and she can be reached through e-mail at SurvivorAdvocate@unt.edu or by calling the Dean of Students' office at 940-565-2648. You are not alone. We are here to help.

Student Perceptions of Teaching (SPOT)

Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13 and 14 of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" (no-reply@iasystem.org) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey they will receive a confirmation email that the survey has been submitted. For additional information, please visit the spot website at www.spot.unt.edu or email spot@unt.edu.

Retention of student records

Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Coursework completed via the Canvas on-line system, including grading information and comments, is also stored in a safe electronic environment. You have a right to view your individual record; however, information about your records will not be divulged to other individuals without the proper written consent. You are encouraged to review the Public Information Policy and F.E.R.P.A. (Family Educational Rights and Privacy Act) laws and the university's policy in accordance with those mandates at the following link: <http://essc.unt.edu/registrar/ferpa.html>

Unit I – Understanding policy

Week 1 – January 13, 2021 – Introduction and overview

Week 2 – January 20, 2021 – Policy goals and purposes

Overview: Labaree, D. F. (1997). Public goods, private goods: The American struggle over educational goals. *American Educational Research Journal*, 34(1), 39-81.
Liberalism: Allen, D. (2016). *Education and equality*. Chicago: University of Chicago Press.

- Ch. 1, “Two Concepts of Education,” pp. 1-26
- Available as an electronic book through UNT library

Human capital theory: McMahon, chapters 1-2

Efficient market model: Leslie, L. L., & Johnson, G. P. (1974). The market model and higher education. *The Journal of Higher Education*, 45(1), 1-20.

Critical race theory: Bell, D. (1980). *Brown v Board of Education* and the interest-convergence dilemma. *Harvard Law Review*, 93, 518-533.

Academic capitalism: Taylor, B. J., Cantwell, B., & Slaughter, S. (2013). Quasi-markets in US higher education: Humanities emphasis and institutional revenues. *Journal of Higher Education*, 84(5), 675-707.

Week 3 – The contemporary policy environment – January 27, 2021

Abramowitz, A. I. (2018). *The great alignment: Race, Party transformation, and the rise of Donald Trump*. New Haven, CT: Yale University Press.

- Chapter 7, “Negative Partisanship and the Triumph of Trump,” pp. 142-173

Cramer, K. J. (2016). *The politics of resentment: Rural consciousness in Wisconsin and the rise of Scott Walker*. Chicago: University of Chicago Press.

- Excerpt from Chapter 5, “Attitudes toward Public Institutions and Public Employees,” pp. 110-127

Mason, L. (2018). *Uncivil agreement: How politics became our identity*. Chicago: University of Chicago Press.

- Chapter 1, “Identity-Based Democracy,” pp. 1-16

Mettler, S. (2011). *The submerged state*. Chicago: University of Chicago Press.

- Introduction, “Confronting the Submerged State,” pp. 1-7

St. John, chapter 2

Finance and economics refresher (as needed)

Piketty, T. (2014). *Capital in the twenty-first century*. Cambridge, MA: Belknap.

- “Introduction,” pp. 1-35
- Available as an electronic book through UNT library

Winston, G. C. (1999). Subsidies, hierarchy and peers: The awkward economics of higher education. *The Journal of Economic Perspectives*, 13(1), 13-36.

Unit II – State governance and policy

Week 4 – February 3, 2021 – Policy formation at the state level

- Gándara, D., & Hearn, J. C. (2019). College completion, the Texas way: An examination of the development of college completion policy in a distinctive political culture. *Teachers College Record*, 121(1), 1-40.
- Griswold, C. P., & Marine, G. M. (1996). Political influences on state policy: Higher-tuition, higher-aid and the real world. *Review of Higher Education*, 19(4), 361-389.
- Johnson, D. R., & Zhang, L. (2020). Intrastate and interstate influences on the introduction and enactment of campus carry legislation, 2004-2016. *Educational Researcher*, 49(2), 114-124.
- Miller, G. N. S., & Morphew, C. C. (2017). Merchants of optimism: Agenda-setting organizations and the framing of performance based funding for higher education. *The Journal of Higher Education*, 88(5), 754-784.
- Ness, E. C. (2010). The politics of determining merit aid eligibility criteria: An analysis of the policy process. *The Journal of Higher Education*, 81(1), 33-60.

Two students present state case studies in class

Week 5 – February 10, 2021 – The funding of state systems

St. John, chapter 8

- Doyle, W. R., & Delaney, J. A. (2009). Higher education funding: The new normal. *Change*, 41(4), 60-62.
- Hearn, J. C., & Longanecker, D. (1985). The enrollment effects of alternative postsecondary pricing policies. *The Journal of Higher Education*, 56(6), 485-508.
- Toutkoushian, R. K., & Hillman, N. W. (2012). The impact of state appropriations and grants on access to higher education and outmigration. *The Review of Higher Education*, 36(1), 51-90.
- Webber, D. A. (2017). State divestment and tuition at public institutions. *Economics of Education Review*, 60, 1-4.

Two students present state case studies in class

Week 6 – February 17, 2021 – The structure of state systems

St. John, chapters 7, 10-11

- Finney, J., Perna, L., & Callan, P. (2012). *Hard choices ahead: Performance and policy in Texas higher education*. San Jose, CA: National Center for Public Policy and Higher Education. Available at http://www.gse.upenn.edu/pdf/irhe/Hard_Choices_Ahead_Texas.pdf
- Finney, J., Perna, L., & Callan, P. (2012). *Perpetuating disparity: Performance and policy in Georgia higher education*. San Jose, CA: National Center for Public Policy and Higher Education. Available at http://www.gse.upenn.edu/pdf/irhe/Perpetuating_Disparity_Georgia.pdf
- Fulton, M. (2019). *An analysis of state postsecondary governance structures*. Denver, CO: Education Commission on the States. <https://www.ecs.org/wp-content/uploads/An-Analysis-of-State-Postsecondary-Governance-Structures.pdf>

Tandberg, D. A. (2013). The conditioning role of state higher education governance structures. *The Journal of Higher Education*, 84(4), 506-543.

Three students present state case studies in class

Week 7 – February 24, 2021 – Accountability in state systems

Favero, N., & Rutherford, A. (2020). Will the tide lift all boats? Examining the equity effects of performance funding policies in higher education. *Research in Higher Education*, 61(1), 1-25. doi: 10.1007/s11162-019-09551-1

Hagood, L. P. (2019). The financial benefits and burdens of performance funding in higher education. *Educational Evaluation and Policy Analysis*. doi: 10.3102/0162373719837318

Hillman, N. W., & Crespín-Trujillo, V. (2018). State accountability policies: Can performance funding be equitable?. In G. Orfield and N. W. Hillman (Eds.), *Accountability and opportunity in higher education* (pp. 45-60). Cambridge, MA: Harvard Education Press.

Kelchen, R. (2018). *Higher education accountability*. Baltimore, MD: The Johns Hopkins University Press.

- Chapter 4, “State Accountability Policies,” pp. 71-91

Li, A. Y. (2019). The weight of the metric: Performance funding and the retention of historically underserved students. *The Journal of Higher Education*. doi: 10.1080/00221546.2019.1602391

Tandberg, D. A., & Hillman, N. (2013). *State performance funding for higher education: Silver bullet or red herring?*. Madison, WI: WISCAPE. Available at: <http://www.wiscapewisc.edu/wiscapewisc/publications/policy-briefs>

Three students present state case studies in class

March 3, 2021 – No class – Students work on state exams

March 10, 2021 – No class – State exams due

Unit III – The federal role

Week 10 – March 17, 2021 – Federal student financial aid

Archibald, R. B., & Feldman, D. H. (2011). *Why does college cost so much?*. New York: Oxford.

- Chapter 11, “Outside Financial Aid.”

The College Board. (2018). *Trends in student aid 2018*. Princeton, NJ: The College Board. Available at <https://trends.collegeboard.org/student-aid>

Scott-Clayton, J. (2018). *The looming student loan default crisis is worse than we thought*. Washington, DC: The Brookings Institution. <https://www.brookings.edu/research/the-looming-student-loan-default-crisis-is-worse-than-we-thought/>

St. John, Epilogue I

Three students present state case studies in class

Week 11 – March 24, 2021 – Federal R&D funding

McMahon, Chapter 6

Slaughter, S., & Rhoades, G. (1996). The emergence of a competitiveness research and development policy coalition and the commercialization of academic science and technology. *Science, Technology & Human Values*, 21(3), 303–339.

Stephan, P. (2012). *How economics shapes science*. Cambridge, MA: Harvard.

- Chapter 6, “Funding for research.”
- Available as an electronic book through UNT library

Taylor, B. J. (2016). The field dynamics of stratification among US research universities: The expansion of federal support for academic research, 2000-2008. In S. Slaughter, & B.J. Taylor. (Eds.), *Higher education, stratification, and workforce development: Competitive advantage in Europe, the US, and Canada* (pp. 59-79). Dordrecht, the Netherlands: Springer.

- Available as an electronic book through UNT library

Three students present state case studies in class

Week 12 – March 31, 2021 – Federal policy in a globalized world

Marginson, S. (2016a). The worldwide trend to high participation higher education systems: Dynamics of social stratification in inclusive systems. *Higher Education*, 72(4), 413-434.

Marginson, S. (2016b). Global stratification in higher education. In S. Slaughter and B. J. Taylor (Eds.), *Higher education, stratification, and workforce development: Competitive advantage in Europe, the US, and Canada* (pp. 13-34). Dordrecht, the Netherlands: Springer.

- Available as an electronic book through UNT library

Slaughter, S., & Cantwell, B. (2012). Transatlantic moves to the market. *Higher Education*, 63(5), 583-606.

St. John, chapter 14

Instructor will answer students' questions as an exam review

Week 13 – April 7, 2021 – NO CLASS – Students work on final examinations

Week 14 – April 14, 2021 – Final examinations submitted to barrett.taylor@unt.edu no later than 5.00 pm