

EDHE 6550
Policy Studies in Higher Education
Wednesdays, 5.30-8.20 pm
Matthews Hall #115
Spring 2022

Land Acknowledgment

A Land Acknowledgement is a formal statement that recognizes and respects Indigenous Peoples as traditional stewards of this land and the enduring relationship that exists between Indigenous peoples and their traditional territories. To recognize the land is an expression of gratitude and appreciation to those whose territory we reside on, and a way of honoring the Indigenous people who have been living and working on the land from time immemorial. It is important to understand the long existing history that has brought us to reside on the land, and to seek to understand our place within that history.

Land acknowledgements do not exist in the past tense: colonialism is an ongoing process, and we need to build the mindfulness of our present participation. It is also worth noting that acknowledging the land is Indigenous protocol.

The land on which we gather is the occupied/unceded/seized territory of the Wichita and Caddo Affiliated Tribes. These tribes have stewarded this land throughout the generations and we would like to pay our respects to elders, both past and present. We also acknowledge that this country would not exist if not for the free and enslaved labor of Black people. We honor the legacy of the African Diaspora and the Black lives, knowledge and skills stolen by violence and white supremacy.

About the instructor

Barrett Taylor, Ph.D. (he/him)
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Office hours

Tuesdays, 2.00 pm – 5.00 pm

Thursdays, 1.00 pm – 4.00 pm

I often have meetings scheduled during these times. I therefore strongly suggest that you email me to make an appointment before coming to my office. Simply write to me at the 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 directly covered by one of the 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 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 is one required text 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.”

In addition to this text, 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 “HEpurpose” (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.

Face coverings

UNT encourages everyone to wear a face covering when indoors, regardless of vaccination status, to protect yourself and others from COVID infection, as recommended by current CDC guidelines. Face covering guidelines could change based on community health conditions.

COVID-19 Addendum on Attendance

Students are expected to attend class meetings regularly and to abide by the attendance policy established for the course. It is important that you communicate with the professor and the instructional team prior to being absent, so you, the professor, and the instructional team can discuss and mitigate the impact of the absence on your attainment of course learning goals. Please inform the professor and instructional team if you are unable to attend class meetings because you are ill, in mindfulness of the health and safety of everyone in our community. If you are experiencing any [symptoms of COVID](https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html) (<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>) please seek medical attention from the Student Health and Wellness Center (940-565-2333 or askSHWC@unt.edu) or your health care provider PRIOR to coming to campus. UNT also requires you to submit the [COVID-19 Positive Reporting Form](#) to self-report a positive COVID test result. Contact the UNT COVID Team at COVID@unt.edu for guidance on actions to take due to symptoms, or potential exposure.

Course Materials for Remote Instruction

Remote instruction may be necessary if community health conditions change or you need to self-isolate or quarantine due to COVID-19. Information on how to be successful in a remote learning environment can be found at <https://online.unt.edu/learn>

Academic Integrity

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>.

Student Behavior in the Classroom

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 <https://studentaffairs.unt.edu/dean-of-students>

Access to information – Eagle Connect

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.

UNT “Student Success” campaign

UNT is committed to your success. The University has determined that the following behaviors increase your chances of succeeding:

- Show up
- Find support
- Take control
- Be prepared
- Get involved
- Be persistent

Accessibility

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking 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 an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of 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 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 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 see the Office of Disability Access website at <https://studentaffairs.unt.edu/office-disability-access>. You may also contact them by phone at 940.565.4323.

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: <https://studentaffairs.unt.edu/survivor-advocate>. UNT's Student Advocate 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)

Completion of an online SPOT is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work continually to improve my teaching. I consider your completion of this online survey to be an important part of your participation in this class.

Emergency notification and procedures

UNT uses a system called Eagle Alert to quickly notify you 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). The system sends voice messages (and text messages upon permission) to the phones of all active faculty staff, and students. Please make certain to update your phone numbers at www.my.unt.edu. Some helpful emergency preparedness actions include: 1) know the evacuation routes and severe weather shelter areas in the buildings where your classes are held, 2) determine how you will contact family and friends if phones are temporarily unavailable, and 3) identify where you will go if you need to evacuate the Denton area suddenly. In the event of a university closure, please refer to Blackboard for contingency plans for covering course materials.

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 Blackboard 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 – Politics, policy and the purposes of higher education

Week 1 – January 19, 2022 – Introduction and overview

Week 2 – January 26, 2022 – What are we trying to do here? Stated policy goals

Allen, D. (2016). *Education and equality*. University of Chicago Press.

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

Brocic, M., & Miles, A. (2021). College and the “culture war.” Assessing higher education’s influence on moral attitudes. *American Sociological Review*, 86(5), 856-895.

Fernandez, F. (2021). Turnout for what? Do colleges prepare informed voters? *Educational Researcher*.

Labaree, D. F. (1997). Public goods, private goods: The American struggle over educational goals. *American Educational Research Journal*, 34(1), 39-81.

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

McMahon, chapters 1-2

Week 3 – February 2, 2022 – How are we doing it? Complex policy realities

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

Daché, A. (2021). Bus-riding from barrio to college: A qualitative geographic information systems (GIS) analysis. *The Journal of Higher Education*. doi: [10.1080/00221546.2021.1940054](https://doi.org/10.1080/00221546.2021.1940054)

Garces, L. M., Johnson, B. D., Ambriz, E., & Bradley, D. (2021). Repressive legalism: How postsecondary administrators’ responses to on-campus hate speech undermine a focus on inclusion. *American Educational Research Journal*, 58(5), 1032-1069.

Nienhuser, K. (2018). Higher education institutional agents as policy implementers: The case of policies that affect undocumented and DACAmented students. *The Review of Higher Education*, 41(3), 423-453.

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 political environment – February 9, 2022

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

Baker, D. J., & Blissett, S. L. (2018). Beyond the incident: Institutional predictors of student collective action. *The Journal of Higher Education*, 89(2), 184-207.

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
- Mettler, S. (2011). *The submerged state*. Chicago: University of Chicago Press.
- Introduction, “Confronting the Submerged State,” pp. 1-7
- Morgan, D. L. (2019). Nuancing political identity formation in higher education: A phenomenological examination of precollege socialization, identity, and context. *The Journal of Diversity in Higher Education*, 14(1), 12-24.
- Phoenix, D. L. (2019). *The anger gap: How race shapes emotion in politics*. New York: Cambridge University Press.
- “Anger in Black and White,” pp. 1-28

Unit II – State governance and policy

Week 4 – February 16, 2022 – Policy formation at the state level

- Baker, D. J. (2019a). Pathways to racial equity in higher education: Modeling the antecedents of state affirmative action bans. *American Educational Research Journal*, 56(5), 1861-1895.
- 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.
- 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., & Morpew, 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.

Two students present state case studies in class

Week 5 – February 23, 2022 – The funding of state systems

- Doyle, W. R., & Delaney, J. A. (2009). Higher education funding: The new normal. *Change*, 41(4), 60-62.
- Gándara, D., & Li, A. (2020). Promise for whom?: “Free-college” programs and enrollments by race and gender classifications at public, two-year colleges. *Educational Evaluation and Policy Analysis*, 42(4), 603-627.
- Hearn, J. C., & Longanecker, D. (1985). The enrollment effects of alternative postsecondary pricing policies. *The Journal of Higher Education*, 56(6), 485-508.
- 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 – March 2, 2022 – The structure of state systems

- 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>
- Morgan, D. L., Rall, R. M., Commodore, F., Fischer, R. A., & Bernstein, S. (2021). Hiding in plain sight: The potential of state-level governing boards in postsecondary policy agenda-setting. *The Journal of Higher Education*, 82(4), 570-595.
- Rubin, P. (2021). Political appointees vs. elected officials: Examining how the selection mechanism for state governing agency board members influences responsiveness to stakeholders in higher education policy-making. *Educational Policy Analysis Archives*, 29. doi: <https://doi.org/10.14507/epaa.29.5214>
- Tandberg, D. A. (2013). The conditioning role of state higher education governance structures. *The Journal of Higher Education*, 84(4), 506-543.

Two students present state case studies in class

Week 7 – March 9, 2022 – Accountability in state systems

- 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.
- Jones, T. (2016). A historical mission in the accountability era: A public HBCU and state performance funding. *Educational Policy*, 30(7), 999-1041.
- 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>

Two students present state case studies in class

March 16, 2022 – No class – Spring break

March 23, 2022 – No class – State exams submitted to barrett.taylor@unt.edu no later than 5.00 pm

Week 10 – March 30, 2022 – Federal student financial aid

- Addo, F. R., Houle, J. N., & Simon, D. (2016). Young, Black and (still) in the red: Parental wealth and student loan debt. *Race and Social Problems*, 8(1), 64-76.
- Baker, D. J. (2019b). When average is not enough: A case study examining the variation in the influences on undergraduate debt burden. *AERA Open*, 5(2), 1-26.
- The College Board. (2021). *Trends in college pricing and student aid 2021*. Princeton, NJ: The College Board.
- Available at <https://research.collegeboard.org/pdf/trends-college-pricing-student-aid-2021.pdf>
- Gándara, D., & Jones, S. (2020). Who deserves benefits in higher education? A policy discourse analysis of a process surrounding reauthorization of the Higher Education Act. *The Review of Higher Education*, 44(1), 121-158.
- Scott-Clayton, J. (2018). *The looming student loan default crisis is worse than we thought*. Washington, DC: The Brookings Institution.
- Available at <https://www.brookings.edu/research/the-looming-student-loan-default-crisis-is-worse-than-we-thought/>
- White, J. A., & Daché, A. (2020). “A lot of inner-city kids:” How financial aid policies and practices reflect the field of color-blind racism at a community college urban campus. *Community College Journal of Research and Practice*, 44(1), 15-29.

Two students present state case studies in class

Week 11 – April 6, 2022 – Federal R&D funding

- Fernandez, F., Baker, D. P., Fu, Y., Muñoz, I. G., & Ford, K. S. (2020). A symbiosis of access: Proliferating STEM Ph.D. training in the U.S. from 1920-2010. *Minerva*, 59, 79-98.
- 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

Two students present state case studies in class

Week 12 – April 13, 2022 – Federal policy in a globalized world

- Lee, J. J. (2020). Neo-racism and the criminalization of China. *Journal of International Students*, 10(4), I-VI.
- 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.

Instructor will answer students' questions as an exam review

Week 13 – April 20, 2022 – NO CLASS – Students work on final examinations

Week 14 – April 27, 2022 – Final examinations submitted to barrett.taylor@unt.edu no later than 5.00 pm