

SOPP xxxx – HIGHER EDUCATION POLICY DESIGN AND IMPLEMENTATION**Fall 2019****Syllabus****Course instructors: Kata Orosz and Norbert Sabic****COURSE DESCRIPTION**

The course provides an introduction to fundamental issues and topics in the contemporary higher education sector, with a focus on the design and implementation of higher education policies.

Higher education is seen as a particularly contested area of public policy, which has important connections with, and impact on, other fields or policy areas. Higher education policies can foster social integration and economic development, but also reproduce inequalities; help the creation of shared identities, but also contribute to societal divisions; and have as much to do with the production of knowledge as with broader political agendas, tensions and conflicts.

Using an interdisciplinary perspective, the course offers a systematic overview of the key actors, structures and dynamics in the field of higher education. Policy areas covered in the course include policies related to higher education provision and governance, higher education access policies, funding policies, and policies related to accreditation, quality assurance, and performance measurement.

The course combines theories of the policy process with relevant case studies, in order to bring both the theoretical and practical world of higher education policy closer to students. The course aims to equip students with knowledge and analytical skills that can help them better understand the issues and challenges of present-day higher education systems and how government policies seek to address those.

The course is intended to provide a platform on which further, more specialized, studies in the domain of higher education policy can be built. It also prepares students to pursue a professional career in the governmental or non-governmental sector dealing with educational matters.

Learning outcomes

After the successful completion of the course, students will be able to:

- Recognize the main actors and policy challenges in contemporary higher education settings;
- Understand and critically assess how specific higher education policies are designed and implemented; and
- Participate in work aiming at developing alternative solutions to specific problems or situations facing higher education.

Assessment

Students will be assessed based on their performance on the following:

- Class participation (10%)
- Two response papers (30% each)
- In-class presentation (30%)

Students are expected to attend all classes, read all required readings prior to the class for which the readings were assigned, and to actively participate in all in-class discussions and activities.

Students will have to submit two brief response papers (approx. 1,000 words each) by (or any time before) **December 6, 2019**. The response papers will be based on published case studies of higher education policy; a list of published case studies that students can choose from will be shared by the instructors at the beginning of the course.

Students will have to prepare an in-class presentation on a specific higher education policy of their choice. In the presentation, students must describe the specific higher education policy in terms of the actors involved in conceiving the policy, its characteristics and design, and the process of how it was implemented. Students will be expected to critically assess the design and implementation of the higher education policy that their presentation is focused on.

Office hours

Kata Orosz's office hours are on **Tuesdays from 1:00 to 2:00 pm**, in Room O/202 of the SPP building. Consultation by appointment is also possible. Students should request appointments for consultation by emailing the instructor at OroszK@ceu.edu at least 24 hours in advance of the requested meeting.

Norbert Sabic is available for consultation by appointment. Students should request appointments for consultation by emailing the instructor at SabicN@ceu.edu at least 24 hours in advance of the requested meeting.

Policy on attendance

Regular class attendance is mandatory and recorded. As a professional school, we expect students to arrive punctually for all classes. Late arrivals are disruptive and faculty have the right to turn late students away from a class. Students must secure the approval of the course instructor in advance if they need to be absent from a class for any reason. If students need to be absent for short periods (up to a few days) during the academic year, they must secure advance approval from their Program Director. In case of absence for medical reasons, students should inform course instructors as well as the Student Affairs Coordinator as soon as possible. A medical opinion (doctor's note) must be submitted to the Student Affairs Coordinator who will keep it on file. Class absence(s) that have not been approved may result in a failing grade for the course.

SPP MAPP & MPA Student Handbook

Responsibilities of the instructors

- Come to class on time, prepared;
- Create a safe and inspiring learning environment for students;
- Communicate course-related expectations to students clearly and in a timely manner;
- Use consistent and clearly stated evaluation criteria to grade student assignments;
- Submit assignment grades within a week of the assignment deadline;
- Provide reasonably detailed, written feedback to students on their assignments;
- Respond to student emails within 24 hours, with the exception of weekends and holidays;
- Be available for consultation during office hours and during consultation by appointment;
- Be responsive to student feedback.

COURSE SCHEDULE**Class 1: Introduction to the course**

Date & time: September 18, 2019, 9:00-10:40 am

Location: TBD

As the number of students pursuing undergraduate and graduate degrees increases steadily and the idea of a knowledge society gains popularity among developed countries, the field of higher education policy is becoming a central concern for governments. During the introductory session students will explore the core policy functions of higher education and how it can be instrumental in furthering other policy goals, such as economic development, innovation, or social equity. In addition, students will be presented with the course's content and the assessment criteria in more detail.

Required readings:

Shils, E. (1989). The modern university and liberal democracy. *Minerva*, 27(4), 425-460.

Smolentseva, A. (2017). Where Soviet and neoliberal discourses meet: the transformation of the purposes of higher education in Soviet and post-Soviet Russia. *Higher Education*, 74(6), 1091-1108.

Case study for response paper:

Arias-Coello, A., Simon-Martin, J. & Sanchez-Molero, J. L. G. (2018). Mission statements in Spanish universities. *Studies in Higher Education*, online first. DOI:10.1080/03075079.2018.1512569

Class 2: Access policies, Part 1: Academic preparation

Date & time: September 25, 2019, 9:00-10:40 am

Location: TBD

In Classes 2 and 3, we will discuss theoretical and practical concepts related to the issue of higher education access, and inventory policies that have been designed and implemented in various contexts to promote access to higher education. In Class 2, we will focus on the so-called "merit-based" policies for admission, i.e., state and institutional policies that regulate admission to higher education based on various forms of academic achievement. We will also discuss the challenges that measuring academic merit for admissions purposes poses for policy makers and practitioners alike.

Required readings:

Perna, L. W., Rowan-Kenyon, H., Bell, A., Thomas, S. L., & Li, C. (2008). A typology of federal and state programs designed to promote college enrollment. *Journal of Higher Education*, 79(3), 243-267.

Konecny, T., Basl, J., Myslivecek, J., & Simonova, N. (2012). Alternative models of entrance exams and access to higher education: The case of the Czech Republic. *Higher Education*, 63(2), 219-235.

Case study for response paper:

Nata, G., Pereira, M. J., & Neves, T. (2014). Unfairness in access to higher education: A 11-year comparison of grade inflation by private and public secondary schools in Portugal. *Higher Education*, 68(6), 851-874.

Class 3: Access policies, Part 2: Equity in admission

Date & time: October 2, 2019, 9:00-10:40 am

Location: TBD

In Class 3, we will continue the discussion theoretical and practical concepts related to the issue of higher education access, with a focus on equity of access. We will discuss affirmative action policies and quota-based admissions policies, and the political and policy challenges associated with implementing such policies. We will also discuss the benefits and potential drawbacks of policies that aim to promote equity of access by means of academic preparatory outreach programs.

Required readings:

McCowan, T. (2016). Three dimensions of equity of access to higher education. *Compare: A Journal of Comparative and International Education*, 46(4), 645-665.

O'Sullivan, K., Byrne, D., Robson, J., & Winters, N. (2019). Who goes to college via access routes? A comparative study of widening participation admission in selective universities in Ireland and England. *Social Inclusion*, 7(1), 38-51.

Case study for response paper:

Antwi-Boasiako, K. B. (2017). The affirmative action policy: A tale of two nations and the implementation conundrum. *Journal of Comparative Politics*, 10(2), 70-87.

Class 4: Governance, Part 1: Higher education and the state

Date & time: October 9, 2019, 9:00-10:40 am

Location: TBD

In recent years many countries have experimented with changing the governance model of their higher education system, often by loosening control over these institutions, setting clear performance targets, and giving more authority to underrepresented groups in the governance of higher education (e.g., students, industry representatives). Drawing upon European developments, as well as trends in other parts of the world, in Class 4 we will look at various governance models in higher education and also encourage a discussion on institutional autonomy, accountability, and control.

Required readings:

Sultana, R. G. (2012). Higher education governance: a critical mapping of key themes and issues. *European Journal of Higher Education*, 2(4), 345-369.

Capano, G. & Pritoni, A. (2019). Varieties of hybrid systemic governance in European higher education. *Higher Education Quarterly*, 73 (1), 10-28.

Case study for response paper:

Han, S. (2019). Policy experimentation and power negotiation in China's higher education reforms. *Higher Education*, online first. <https://doi.org/10.1007/s10734-019-00407-2>

Class 5: Governance, Part 2: Higher education and the market

Date & time: October 16, 2019, 9:00-10:40 am

Location: TBD

New Public Management has been one of the core principles driving governance change around the world. It follows the policy conviction that introducing market mechanisms into the sector of higher education will result in more responsive and efficient higher education provision. During Class 5, students will explore in more detail the role of the market and how it can bridge the gap between university-industry relations.

Required readings:

Schulze-Cleven, T. & Olson, J.R. (2017). Worlds of higher education transformed: Toward varieties of academic capitalism. *Higher Education*, 73(6), 813-831.

Amaral, A., Tavares, O. & Santos, C. (2013). Higher education reform in Portugal: A historical and comparative perspective of the new legal framework for public universities. *Higher Education Policy*, 26(1), 5-24.

Case study for response paper:

Gaus, N. (2019). Is state control in higher education governance always bad? New Public Management and the history of Indonesian higher education reform policy. *Asian Politics & Policy*, 11, 294-313,

Class 6: Funding policies, Part 1: Student funding

Date & time: October 30, 2019, 9:00-10:40 am

Location: TBD

In Classes 6 and 7, we will discuss theoretical and practical concepts related to the issue of higher education funding. In Class 6, we will talk about state and institutional policies related to tuition setting, as well as policies related to the provision of financial aid to students. We will talk about different forms of financial aid (scholarships and grants, loans, student discounts and other benefits), and the advantages and drawbacks of designing and implementing different types of financial aid programs (e.g., merit-based vs. need-based financial aid programs).

Required readings:

Kim, M. M., & Ko, J. (2015). The impacts of state control policies on college tuition increase. *Educational Policy*, 29(5), 815-838.

Scott-Clayton, J. (2015). The role of financial aid in promoting college access and success: Research evidence and proposals for reform. *Journal of Student Financial Aid*, 45(3), 7-22.

Case study for response paper:

Booij, A. S., Leuven, E., & Oosterbeek, H. (2012). The role of information in the take-up of student loans. *Economics of Education Review*, 31(1), 33-44.

Class 7: Funding policies, Part 2: Institutional funding

Date & time: November 6, 2019, 9:00-10:40 am

Location: TBD

In Class 7, we will continue the discussion of theoretical and practical concepts related to the issue of higher education funding. We will inventory different approaches to higher education funding directed to institutions (block grants vs. targeted funding; formula-based vs. performance-based funding). We will also discuss various funding policies that were specifically designed to funding the teaching or the research mission of universities.

Required readings:

Jongbloed, B., & Vossensteyn, H. (2016). University funding and student funding: International comparisons. *Oxford Review of Economic Policy*, 32(4), 576-595.

Kim, B., & Park, N. (2018). Lessons learned from financing universal higher education in Korea. *International Journal of Educational Development*, 58, 116-127.

Case study for response paper:

Aagaard, K., & Schneider, J. W. (2015). Research funding and national academic performance: Examination of a Danish success story. *Science and Public Policy*, 43(4), 518-531.

Class 8: Quality, Part 1: Accreditation and quality assurance

Date & time: November 13, 2019, 9:00-10:40 am

Location: TBD

Almost without an exception, countries across the world have instituted various accreditation and quality assurance measures in higher education. These practices seek to guarantee the quality of higher education by imposing strict rules and standards for the operation of higher education institutions. In Class 8, we will discuss in detail the differences between accreditation and internal and external quality assurance and explore the key standards that states seek to enforce in higher education.

Required readings:

Alzafari, K. & Ursin, J. (2019). Implementation of quality assurance standards in European higher education: Does context matter? *Quality in Higher Education*, 25(1), 58-75.

Shah, M. (2013). The effectiveness of external quality audits: A study of Australian universities. *Quality in Higher Education*, 19(3), 358-375.

Case study for response paper:

Salto, D. J. (2018). Attractive carrots, bland sticks: Organizational responses to regulatory policy in Argentine graduate education. *Studies in Higher Education*, 43(11), 2020-2032.

Class 9: Quality, Part 2: Accountability and performance measurement

Date & time: November 20, 2019, 9:00-10:40 am

Location: TBD

Accreditation and quality assurance mechanisms are used to ensure a minimum level of quality, which is why these instruments are often limited in promoting quality improvements in higher education. Consequently, several governments started to experiment with setting performance targets or using rankings and classifications as a way to improve their HE system. In Class 9, we will take a critical look at these emerging policy tools.

Required readings:

Favero, N. & Rutherford, A. (2019). Will the tide lift all boats? Examining the equity effects of performance funding policies in U.S. higher education. *Research in Higher Education*, online first. <https://doi.org/10.1007/s11162-019-09551-1>

Hazelkorn, E. (2014). Reflections on a decade of global rankings: What we've learned and outstanding issues. *European Journal of Education*, 49, 12-28.

Case study for response paper:

Ciolan L., Păunescu M., Fartușnic C., Iucu R., & Hinteă, C. (2015). *The role of impact evaluation in evidence-based HE policy making: The contribution of transparency tools*. In: Curaj A., Deca L., Egron-Polak E., & Salmi J. (Eds). Higher education reforms in Romania: Between the Bologna Process and national challenges. Dordrecht: Springer, 25-42.

Class 10: Policies related to emerging forms of higher education provision

Date & time: November 27, 9:00-10:40 am

Location: TBD

In the last thematic session of the course, we will discuss the ways in which higher education institutions have been responding to the changing technological context of the 21st century and the opportunities and challenges that these institutional changes imply for policy makers worldwide. We will discuss emerging forms of higher education provision and discuss to what extent higher education institutions

have begun to “unbundle” their teaching and research services. We will talk about old and new forms of institutional collaborations and mergers, and online providers of higher education.

Required readings:

McCowan, T. (2017). Higher education, unbundling, and the end of the university as we know it. *Oxford Review of Education*, 43(6), 733-748.

Williams (2017). *Collaboration, alliance and merger among higher education institutions*. OECD Working Paper. Retrieved from <https://www.oecd-ilibrary.org/docserver/cf14d4b5-en.pdf?expires=1565719004&id=id&accname=guest&checksum=FA61DF379A9CD4EA69B34123D8039934>

Case study for response paper:

Holmberg, D., & Hallonsten, O. (2015). Policy reform and academic drift: Research mission and institutional legitimacy in the development of the Swedish higher education system 1977–2012. *European Journal of Higher Education*, 5(2), 181-196.

Class 11: Student presentations & course overview

Date & time: December 4, 2019, 9:00-10:40 am

Location: TBD