



THE OHIO STATE UNIVERSITY

JOHN GLENN COLLEGE OF PUBLIC AFFAIRS

PUB AFRS 4110 – 3 Credits

Higher Education and Workforce Policy
(Undergraduate)

**Spring 2018, Mendenhall 185
(Tuesday/Thursday 3:55-5:15)**

Instructor: Joshua Hawley
Office: 250 Page Hall
Email: Hawley.32@osu.edu
Office Hours: 3:00-3:45 PM (T/H) and by appointment

Course goal and objectives:

The primary goal of this class is to offer an overview of higher education and workforce training, and specifically to examine the role of government in strategic planning, funding, and monitoring education after compulsory schooling. Higher education is a critical part of a national infrastructure for government. In the United States thousands of institutions provide a wide array of degree programs. Many nations offer vocational or workforce training through government institutions (i.e., public schools) as well as in collaboration with business or labor. The class will address such systems in the United States and in developing and other developed countries.

This class is therefore not about designing a curriculum or preparing teachers for higher education or workforce training. In this class, students will be trained to think broadly about how government is involved in post-secondary education. The class is also not a budget or finance class, other courses in the Glenn College contain this material and provide ample opportunity to study education finance.

The class begins with an historical discussion of some of the forces that shaped our current infrastructure of higher education. Accordingly, we begin with a consideration of public policy making in democratic government, but also with the historical legacy of colonialism and western economic development. We will also address the ways in which the organization and structure of education historically have shaped current government programs and policies. For example, the Morrill Act of the 19th century led to separate systems of training for Blacks and Whites in the United States. Similar differences in the public policies in other nations led to other separate systems.

The second part of the class will turn to how business and government work together on education. The focus of this discussion will be to lay out the two primary roles for government: to provide trained labor for business and to ensure that equity and quality are maintained in education services. Accordingly, we will review the common framework for investments in human capital, and turn to a systematic comparison of undergraduate education, graduate training and workforce training. The third part of the class will describe how changes in higher education respond to shifts in work and business. We will

simultaneously review successful models for training skilled workers. Finally, the last section of the class will address current higher education policy issues.

Students who successfully complete this course will be able to:

1. Ground arguments in political and economic theory underlying state investment in higher education;
2. Appreciate and frame issues within an historical view of higher education in the developing and developed world;
3. Account for the role of government in training and higher education in decision-making, and;
4. Employ theoretical frameworks addressing government investments in education and training.

Course Materials

Required:

Students can access textbook information via the Barnes & Noble bookstore website: www.shopOhioState.com as well as from their BuckeyeLink Student Center. This information is disseminated by B&N to all area bookstores. You may buy from a store of your choice and/or shop for books (always use ISBN# for searches) on line.

John, St. E., Daun-Barnett, N., & Moronski-Chapman, K. M. (2012). *Public Policy and Higher Education: Reframing Strategies for Preparation, Access, and Success*. Routledge.978-0415893596

Katherine S. Newman, Hella Winston. *Reskilling America: learning to labor in the twenty-first century* New York: Metropolitan Books, 2016. 978-1627793285

Additional readings will be provided in two formats. Students will be able to access materials through Canvas. Some materials (books, chapters) will be accessed through reserves on the library website.

Grading:

A	100% to 93%	C+	< 80% to 77%
A-	< 93% to 90%	C	< 77% to 73%
B+	< 90% to 87%	C-	< 73% to 70%
B	< 87% to 83%	D+	< 70% to 67%
B-	< 83% to 80%	D	< 67% to 60%
		E	< 60% to 0%

Assignments

Class Participation - 10%

Response Memos - 30% (6 memos at 5% each)

Final Paper – 40% (Paper Topic, 5%; Paper Outline 10%, Final Paper, 25%)

Mid-term exam – 20%

For all assignments use 1” margins, and use 12-point font Times New Roman. Single-space your papers. The papers must be free of grammatical errors and must present evidence that you have done research on the topic. Be sure to provide citations for statistics and controversial claims. You must use APA, 6th edition style to format your citations. You can refer to APA citation style information on the Library website if needed (https://library.osu.edu/documents/research-services/OSUL_APA2012.pdf).

Deposit your papers in a .doc or .docx format (not a .pdf) in the Carmen Upload by the due date. Please do not save as a Pages File (MAC). Any late papers will be reduced by one full letter grade for each day the paper is late. Day one begins the minute after the paper is due. In addition, bring a copy of your paper to class for days we are doing peer review in class. Peer review days are noted in the course schedule below.

Class Participation: 10% Class participation 10% of your grade and is based upon both attendance and participation. We will be doing activities in most of the classes related to the topic of discussion. Therefore, your attendance and meaningful participation is required in each class. Repeated absences will negatively affect your grade. If you are present in class but are distracted by other reading, texting, or social media, I will reduce in-class contribution points. “

Response Memos: 30% Responses will be required in writing on six weekly readings. Guided questions will be posted to carmen and distributed in class prior to the week they are due. Responses will be approximately 3-5 pages, double spaced. They will be graded based on both the level of mastery of the concepts for the week and the quality of writing. Written documents should follow a “literature review” format, meaning the style should be to stick close to the concepts in the readings. There are examples on Carnvas. Grades will be determined by how well students answer the following questions about the topics.

1. How is the topic relevant to current federal or state education policy?
2. What is the argument that the author (s) is trying to make
3. Do you agree with the argument?
4. How does the topic you describe here relate more generally to higher education policy?

Presentation: 20% A pair of students will take responsibility for leading a presentation on selected readings. The weeks that are available are listed in the syllabus, and a sign up will be passed out in class. Presentations will focus on summarizing the readings assigned, researching additional readings, and describing examples from current public policy such as the reauthorization of the Higher Education Act in 2018. A detailed rubric for the presentation grading is based on the following guidelines:

1. Display knowledge of assigned readings for week responsible for readings
2. Display understanding of content from weeks readings
3. Skilled management of discussion in class

Final Paper: 40% A paper on some topic of higher education or workforce training will be required. For students this paper should be about 15 pages long. It should be seen as a summative essay on specific policy topic. Examples will be provided in class and on carmen. At least 10 academic sources should be in the final version. The outline will be required as a 2-page outline. All students must meet with the instructor to ensure that the paper topic meets the expectations for the class. This meeting will be tracked and any student who does not review the paper topic or outline with the instructor will not be allowed to submit the final paper.

Course Policies

Turnitin

When you submit items to Dropbox, Turnitin's "OriginalityCheck" is turned on. See the OSU website: <https://resourcecenter.odde.osu.edu/carmen/turnitin-suite>. OriginalityCheck is a service provided that scans your entire submission and then compares your text to other works (including your own) to determine how much of your paper matches. See the following web page for best practices when writing your homework and papers: <https://resourcecenter.odde.osu.edu/carmen/turnitin-suite-students>

Writing Assistance

The Writing Center is a key resource for writing assistance. The following is from their website (<https://cstw.osu.edu/students>): The Writing Center works "one-one-one with undergraduate and graduate students, faculty, and staff at Ohio State on writing projects. Writing consultants are able to review writing at any stage, from brainstorming to a final draft, as well as help with non-paper assignments such as presentations, blogs, etc." Consultants are available by appointment, on a walk-in basis or online.

Attendance Policy

See "Class Participation" under assignments."

Digital Etiquette

Lap-tops, tablets and phones are not required for this class. Limit lap-top and tablet use in class for class purposes only (ex. note taking). Phones are not to be out or used in class except for cases of emergency. Please let me know if you need to have your phone out in class. If you think you may distract other students, consider sitting towards the back. If a student is distracting you, feel free to change seats.

Academic Misconduct Policy

ACADEMIC INTEGRITY (ACADEMIC MISCONDUCT)

From: <http://oaa.osu.edu/coamfaqs.html#academicmisconductstatement>

The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's [Code of Student Conduct](#), and that all students will complete all academic and scholarly assignments with fairness and honesty. Failure to follow the rules and guidelines established in the University's Code of Student Conduct may constitute "Academic Misconduct." Sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

In the Ohio State University's [Code of Student Conduct](#), Section 3335-23-04 defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's [Code of Student Conduct](#) is never considered an "excuse" for academic misconduct.

Other sources of information on academic misconduct (integrity) to which you can refer include The Committee on Academic Misconduct web page: <http://oaa.osu.edu/coam.html>

Ten Suggestions for Preserving Academic Integrity:

<http://oaa.osu.edu/coamtensuggestions.html>

Eight Cardinal Rules of Academic Integrity: www.northwestern.edu/uacc/8cards.html

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Accommodation Policy

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Mental Health Statement

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know is suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the **Office of Student Life Counseling and Consultation Services (CCS)** by visiting ccs.osu.edu or calling 614-292- 5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614--292--5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1--800--273--TALK or at suicidepreventionlifeline.org. Also, the OSU Student Advocacy Center is a resource to help students navigate OSU and to resolve issues that they encounter at OSU – visit <http://advocacy.osu.edu/> .

Course Schedule

Week	TOPIC	READING	ASSIGNMENTS
History and governance			
1/9	Origins of Higher Education	St John & Daun-Barnett (2012), Chapter 1, 2	
1/11	Colonialism and historical evolution of education	Anderson, <u>Imagined Communities</u> , pp. 1-46	
1/16	Cross national differences in historical evolution of higher education policy	Altbach (2016), chapter 1, 16 Kondratjeva, Gorbunova, Hawley, 2017	Response Paper 1 (on 1/11 readings)
1/18	Emergence of mass higher education, Access to higher ed	Altbach (2016), chapters 2 St. John & Daun-Barnett (2012), Chapter 5	
1/23	Current governance issues at the state level	St John & Daun-Barnett (2012), Chapter 3, 7, 10 Guest: Dr. Tracy Najera	Response Paper 2 (on 1/18 readings)
Economic and Individual Development			
1/25	Philosophy of higher education, moving from religious to economic motives	Newman, Winston (2016), chapter 1, 2	
1/30	Emergence of human capital view of higher education	Newman, Winston (2016), chapter 1	Response Paper 3 (on either 1/23 or 1/30)
2/1	Understanding motives of the	Jacobson & Rothstein (2015), "Education Goals: A Public Perspective" in Ladd/Goertz	

	state and federal government	Bowen and Bock (2000), Chapter 2	
2/6	Private colleges and public policy	Altbach (2016), Chapter 14	
Specific Programs/Goals of Higher Education and Workforce Training			
2/8	What will work become?	Newman and Winston (2016), chapter 4 Brown, Lauder, Ashton (2011), Chapter 1 McKinsey and Company (2017), <u>Jobs Lost, Jobs Gained</u>	Response Paper 4 (on 2/6 readings or 2/8)
2/13	Professional education (doctors, lawyers)	Bowen, Bock (2000), Chapter 4 Ghaffarzadegan, Hawley, Larson, Xue (2015) Hur et al (2017)	
2/15	Modern public comprehensive schools	Arum & Roksa, <u>Academically Adrift</u> , pp 1-58	
2/20	Emergence of Community colleges and technical education	Brint, S & Karabel (1989). <u>The Diverted Dream: Community Colleges...</u> , pp. 1-102	Response Paper 5 (on 2/15 readings)
2/22	Current community college education systems	Newman, Winston (2016), Chapter 5 Dougherty, K, Lahr, H, and Morest, V (2017). <u>Reforming the American Community College: Promising Changes and Their Challenges</u>	
2/27	The dual system: models with problems, the German model	Newman & Winston (2016), chapter 6, 8	
3/1	For profit education providers, Gainful employment	Beaver (2016), <u>The Rise and Fall of For Profit Higher Education</u> Brookings Brief (2017, July) https://www.brookings.edu/blog/brown-center-chalkboard/2017/08/04/gainful-employment-regulations-will-protect-students-and-taxpayers-dont-change-them/	

		Federal Delay on Ruling (https://s3.amazonaws.com/public-inspection.federalregister.gov/2017-17423.pdf)	
3/6	Professional education: plumbers, electricians and the trades	Newman & Winston (2016), chapter 3 Rose, M (2005), Chapter 3	
3/8	Human resource development in firms	Brown, Lauder, Ashton (2011), Chapter 6	
3/13 (SB)			
3/15 (SB)			
Current Issues in HE Policy			
3/20	Race and access to college	Anderson (2001) "Race in American Higher Education" (in Smith, Altbach and Lomotey) Reardon, Robinson-Cimpian, Weathers (2015) in Ladd/Goertz, Handbook of Research in Educational Finance and Policy	
3/22	Data Science and Predicting Success in College	Guest: Dr. Gary Kennedy	
3/27	Financial Aid and College Success	Scott-Clayton, J (2017), <u>Undergraduate Financial Aid in the United States</u>	
3/29	Homeless and in College	Goldrick-Rab, Richardson, Hernandez (2016), <u>Hungry and Homeless in College Report</u>	Paper Proposal Due (note, you must meet with me ahead of time)
4/3	Internationalization of college: financial and educational impacts	Altbach (2016), Chapter 7, 8	
4/5	College preparation, dual enrollment	St. John & Daun-Barnett (2012), chapter 4	

4/10	Higher Education Act	https://www.congress.gov/bill/115th-congress/house-bill/4508 https://www.naspa.org/rpi/posts/prosper-act-the-house-higher-education-act-reauthorization-bill	
4/12	College Transparency Act	https://www.congress.gov/bill/115th-congress/senate-bill/1121 https://www.congress.gov/bill/115th-congress/house-bill/2434/text	
4/17	Civil Rights in Higher Education	https://www.nytimes.com/2017/06/16/us/politics/education-department-civil-rights-betsy-devos.html https://www.documentcloud.org/documents/3863019-doc00742420170609111824.html	
4/19	Summary Discussion	Pizza	Final Paper Due

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Anderson (2001) "Race in American Higher Education" (in Smith, Altbach and Lomotey)

Brown, Phillip. (2011). The Global Auction: The Broken Promises of Education, Jobs, and Incomes. Oxford University Press.

Hyungjo Hur; Maryam Alsadat Andalib; Julie Maurer; Joshua Hawley; Navid Ghaffarzadegan (2017) Recent Trends in the U.S. Behavioral and Social Sciences Research (BSSR) Workforce, PLOS ONE 12(2): e0170887. doi:10.1371/journal.pone.0170887

Goldrick-Rab, Richardson, Hernandez (2016), Hungry and Homeless in College Report (<http://www.wihopelab.com/publications/Hungry-and-Homeless-in-College-Report.pdf>)

John, St. E., Daun-Barnett, N., & Moronski-Chapman, K. M. (2012). Public Policy and Higher Education: Reframing Strategies for Preparation, Access, and Success. Routledge.

Katherine S. Newman, Hella Winston. (2016). Reskilling America: learning to labor in the twenty-first century New York: Metropolitan Books.

Olga Kondratjeva, Elena Gorbunova, Joshua D. Hawley. (2017). Comparative Analysis of Undergraduate Student Attrition in US and Russian Universities, *Comparative Education Review*, vol. 61, no. 3, pp. 607-633

Orfield, Eaton (1996), *Dismantling Desegregation*

Reardon, Robinson-Cimpian, Weathers (2015) in Ladd/Goertz, *Handbook of Research in Educational Finance and Policy*

McKinsey and Company (2017), *Jobs Lost, Jobs Gained* (<https://www.mckinsey.com/global-themes/future-of-organizations-and-work/what-the-future-of-work-will-mean-for-jobs-skills-and-wages>)

Scott-Clayton, J (2017), *Undergraduate Financial Aid in the United States* (https://www.amacad.org/multimedia/pdfs/publications/researchpapersmonographs/CFUE_Financial-Aid/CFUE_Financial-Aid.pdf)

Additional Materials

Belfield, C. R. (2000). *Economic principles for education*. Books.

Carcillo, S., & Grubb, D. (2006). *From Inactivity to Work: The Role of Active Labour Market Policies*. Retrieved from Carneiro, P. M., & Heckman, J. J. (2003). *Human capital policy*.

Carl E. Van Horn, Edwards, T., & Greene, T. (Eds.). (2015). *Transforming U.S. Workforce Development Policies for the 21st Century*. Kalamazoo, Michigan: W.E. Upjohn Institute for Employment Research.

Culpepper, Pepper D (2003). *Creating cooperation: how states develop human capital in Europe*. Ithaca, NY: Cornell University Press

Crouch, C., D. Finegold, M. Sako (1999). *Are skills the answer?: The political economy of skill creation in advanced industrial countries*. New York: Oxford University Press.

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Knudsen, E. I., Heckman James J., Cameron Judy L., & P., S. J. (2006). Economic, Neurobiological, and Behavioral Perspectives on Building America's Future Workforce. *Proceedings of the National Academy of Sciences of the United States of America*, 103(27), 10155-10162.

Lloyd, C. B. (Ed.) (2005). *Growing Up Global: The Changing Transitions to Adulthood in Developing Countries* Washington D.C.: The National Academies Press.

McMahon, W (2009). *Higher Learning, Greater Good: The Private and Social Benefits of Higher Education* (Johns Hopkins University Press, Baltimore)

Olmos, L. E., & Torres, C. A. (2009). Theories of the state, educational expansion, development, and globalizations: Marxian and critical approaches. In *International handbook of comparative education* (pp. 73-86). Springer Netherlands.

Orfield, G., & Eaton, S. E. (1997). *Dismantling desegregation: The quiet reversal of Brown v. Board of Education*. The New Press.

Reardon, S. F., Baker, R., & Klasik, D. (2012). *Race, income, and enrollment patterns in highly selective colleges, 1982-2004*. Center for Education Policy Analysis, Stanford University. Retrieved from <http://cepa.stanford.edu/content/race-income-and-enrollmentpatterns-highly-selective-colleges-1982-2004>.

Reich, R. (1988). Policy Making in a Democracy. In R. Reich (Ed.), *The Power of Public Ideas* (pp. 123-156). Cambridge, MA: Ballinger.

Smith, William A., Philip G. Altbach, and Kofi Lomotey. *The racial crisis in American higher education: Continuing challenges for the twenty-first century*. SUNY Press, 2002.

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