



THE OHIO STATE UNIVERSITY

JOHN GLENN COLLEGE OF PUBLIC AFFAIRS

Higher Education and Workforce Policy PUB AFRS 4110, Spring 2021

Synchronous (“Live”) Online

Instructor: Dr. Shanna Jaggars
Meeting Time: Tues/Thurs 2:20pm – 3:40pm
Meeting Place: Zoom link in CarmenCanvas
Instructor Email: Jaggars.2@osu.edu
Office Hours: Immediately after each class, and by appointment on Zoom

Course Prerequisites:

This course has no prerequisites. However, this course is listed as a 4000-level course because in order to be successful, you will need to read and understand complex texts, and write clearly in the English language.

Course Description:

Public Affairs 4110 is one of two Foundational Courses in the Glenn College’s Educational Policy track, which is designed “for individuals that want to obtain positions in education or community organizations with an emphasis on education. The Education Policy track is a great option for work in the government, nonprofit, and development sectors, educational organizations, school management, and internationally to advance education in developing nations” (Glenn College Undergraduate Program Handbook, 2017 – 2018).

The primary purpose 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 of education after high school. We will focus primarily on U.S. higher education; however, students interested in other developed or developing countries will have the opportunity to explore these interests. The course does *not* focus on designing a curriculum or preparing teachers for higher education or workforce training. While we will discuss financial issues related to higher education, the class is not a budget or finance class; other courses in the Glenn College contain this material and provide ample opportunity to study education finance.

For Spring 2021, this course is offered in a synchronous online format; you will be expected to log in for the entirety of every class session via CarmenCanvas Zoom. If you have technology challenges which may make it difficult to actively participate via Zoom, please contact me so that we can discuss expectations and potential accommodations.

Student Learning Goals and Objectives:

Students who successfully complete this course will be able to:

1. Identify and articulate current U.S. policy trends and dilemmas in higher education and workforce training;
2. Appreciate and frame these issues within an historical and global view of higher education;
3. Critically evaluate relevant policy and research publications in order to inform your own perspective on policy and practice;
4. Ground your perspective and arguments in relevant political and economic theory and research; and
5. Compellingly articulate your argument in both written products and in-person settings.

Required Texts

All readings are *no-cost*: You are *not* required to purchase a textbook. See the course schedule (below) for the specific list of required readings. Course materials consist of freely-available research and policy publications, as well as University-owned or -licensed digital materials, all of which will be downloadable in PDF form. For each class session, Canvas will include a brief written introduction to provide context for the topic and the readings, which will also provide direct links to each reading and the reading response questions.

You will read and reflect on all required materials *prior* to the assigned day of discussion.

Assignments

In order to be an influential voice in education policy areas, you will need to: (1) critically evaluate relevant policy and research publications in order to inform your own perspective on policy and practice; (2) compellingly articulate your perspective in both written products and in-person settings; and (3) productively collaborate with others who may bring different perspectives to the table. This course's assignments are designed to build all three of these skills. There will be no exams; assignments will consist of written or oral responses to readings (including in-class discussions) as well as a final paper of approximately 15 pages in length. Accordingly, regular class attendance and discussion will be critical to your final grade. If you have technology challenges which may make it difficult to actively participate in class, or if you would like to discuss any other questions or concerns about class participation prior to the first day (or at any time during the semester), please feel free to email me at Jaggars.2@osu.edu so that we can discuss expectations and potential accommodations.

Reading Reviews, 35%: Prior to each class, you will formally summarize, evaluate, and reflect on each reading. Your response is due *prior* to the start of class in order to support high-quality discussion. If the discussion helps you understand the reading better and you wish to revise your response after class, you will have the opportunity to do so. For each review, your grade will be based on effort to understand (which must be apparent before class) as well as factual accuracy (which may be refined after class).

Typical questions include:

- Summarize the top 2-3 findings from this reading.
- Summarize the top 2-3 recommendations from this reading.
- What is the argument the author (s) is trying to make? What is one key strength or weakness in their argument (this could include quality of evidence, or in the way they present their argument)?
- What was the most interesting or useful point you took away from this reading? Why was this interesting/useful to you?
- Choose one of the paper's policy recommendations and evaluate it in terms of the quality of evidence the author provides for it, and its potential for real-world application.

Class Participation, 25% (15% discussion leadership, 10% discussion participation): Class participation is based upon both attendance and participation. In most classes, the bulk of class session will be devoted to discussing our responses to the day's readings. Therefore, your attendance and meaningful participation is required in each class. On the first day of class, we will review and refine a rubric for how I will grade synchronous online class participation, and the rubric will also be available on Canvas. Part of your grade is for "discussion leadership": you will lead class discussion three times (5% grade each time). For the first two times, you will sign up to co-lead general class discussions. You may review the syllabus in advance and sign up for a session with a topic of particular interest to you, but the first choice will go to students who sign up first. Discussion leaders should display an in-depth understanding of that session's readings, and facilitate class discussion in a skilled way. I will provide tools and frameworks that you can use to manage your discussion. For the third discussion leadership, you will present your final paper topic and facilitate a Q&A on the topic.

Research Review or Original Research Paper, 40% (5% paper topic meeting, 10% paper outline, 5% reference / analysis summary, 20% final paper): An approximately 15-page paper on some topic of higher education or workforce training will be required. It may take the form of either: (1) a research review which synthesizes current research and provides relevant policy recommendations on a current higher education topic, or (2) an original research piece which provides a new or unique angle on a higher education policy topic. *Research reviews* should be structured to present a problem or challenge, summarize evidence as to the nature of the problem and its potential solutions, and provide actionable recommendations. Reviews should incorporate at least 10 academic sources, as well as two visual presentations of data. *Original research* could include historical research (e.g., to document how a particular policy issue has evolved across time), archival research (e.g., to document how an issue has manifested itself at Ohio State or in the Ohio congress), qualitative research (e.g., collecting survey or interview data to document perspectives on a given issue), quantitative research (e.g., producing an original analysis of publicly-available data), or other forms of original research. All students must meet with the instructor early in the semester to discuss potential paper topics and ensure that they meet expectations for the class (meeting is 5% of class grade). A 2-page outline will be due mid-semester (outline is 10% of class grade), and a "reference / analysis summary" will be due between the outline and final paper due date (5% of class grade). If you're writing a review paper, the reference / analysis summary is simply your APA-formatted references for the paper. If you're writing an original research paper, this will be your top-three APA-formatted references plus your detailed plan for original data collection / analysis. The final paper will be due on the final class day (for graduating seniors only) or on the final exam day (for all other students).

Writing Consulting: Students wishing to have additional help with the writing of their papers can meet with a consultant at the Writing Center (<https://cstw.osu.edu/writing-center>). 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." Services are available online: You may upload your writing with a few questions for the consultant to answer via email, or you can schedule an online appointment.

Library Assistance: The Glenn College has a dedicated librarian at OSU Libraries, Carly Dearborn.8 (Dearborn.8@osu.edu), who can help provide research assistance. She will be particularly helpful if you would like to do archival research with OSU Archives or Congressional Archives material. For more information and links to some common public affairs resources, see - <http://go.osu.edu/8gx>.

Paper Format: For the outline and final paper, use 1" margins, 12-point Times New Roman font, and "1.5 lines" line spacing. 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. Use APA 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).

Paper Submission: Deposit your outline or paper in a .doc or .docx format (not a .pdf) in the Carmen Upload by the due date. Any late papers will be reduced by one full letter grade for each day the paper is

late.

Grading Information:

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%

Course Schedule

Readings should be completed *prior* to the listed class session. Most classes will include one required reading; in some cases, you will have a choice among options to fulfill that day’s reading requirement. Reading reviews and other assignments are due by 2:20pm, prior to the start of the listed class session. *Note that the selection of readings may be slightly revised if new and better readings become available on a given topic. Any changes to the reading will be communicated in advance. Direct links to each day’s reading will be provided on Canvas by Thursday of the prior week.*

DATE	TOPIC	READINGS to complete <u>prior</u> to class	ASSIGNMENTS: due 2:20pm, <u>prior</u> to class
1/12	Introduction	No readings	
Historical foundations of U.S. higher education policy			
1/14	U.S. Colonial & Pre-Civil War Colleges	<i>Selections from</i> Christensen (2011). <i>The innovative university.</i>	Reading review (RR) #1
1/19	Morrill Acts	<i>Choose one:</i> Florer (1968). Major issues in the congressional debate of the Morrill Act of 1862. <i>OR</i> Wheatley (2019). Race in the congressional debate of the Second Morrill Act of 1890.	RR #2; sign up for discussion lead slot
1/21	GI Bill & Truman Commission	<i>Choose one:</i> Turner & Bound (2003). Closing the gap or widening the divide: The effects of the G.I. Bill and WWII on the educational outcomes of black Americans. <i>OR</i> Gilbert & Heller (2013). Access, equity, and community colleges: The Truman Commission and federal higher education policy from 1947 to 2011.	RR #3

1/26	1960s: Civil Rights and Title IX	<i>Choose one:</i> McGee & Platt (2015). The forgotten slayings: Memory, history, and institutional response to the Jackson State shootings. <i>OR</i> Rose (2015). Regulating opportunity: Title IX and the birth of gender-conscious higher education policy.	RR #4
1/28	1970s - 1990s: changes in selectivity	Hoxby (2009). The changing selectivity of American colleges. <i>Supplemental:</i> OSU Archives digital materials on OSU's increasing selectivity	RR #5
2/2	2000s: College Completion Agenda	Rubin & Hearn (2018). The policy filtering process: Understanding distinct state responses to the national college completion agenda in the U.S.	RR #6
Student Experiences Shaping Policy Perspectives			
2/4	College exploration & admission	Roderick, Coca, & Nagaoka (2011). Potholes on the road to college: High school effects in shaping urban students' participation in college application, four-year college enrollment, and college match.	RR #7
2/9	Fitting in	<i>Choose one:</i> Selections from Jack (2019). The privileged poor. <i>OR</i> Armstrong & Hamilton (2013). Paying for the party, chapter 4: The floor.	RR #8
2/11	Finishing	Armstrong & Hamilton (2013). Paying for the party, chapter 8: College pathways and post-college prospects.	RR #9
2/16	Community college transfer	Jabbar et al. (2020). Thinking through transfer: Examining how community college students make transfer decisions.	RR #10
Specific Programs/Goals of Higher Education and Workforce Training			
2/18	Manufacturing & automation	Carnevale et al. (2019). Upskilling and downsizing in American manufacturing.	RR #11
2/23		INSTRUCTIONAL BREAK	
2/25	Apprenticeship & skilled trades	Olinsky & Ayres (2013). Training for success: A policy to expand apprenticeships in the United States.	RR #12

3/2	Professional workforce	<i>Choose one:</i> Coffey, Sentz, & Salah (2019). Degrees at work: Examining the serendipitous outcomes of diverse degrees. <i>OR</i> Sigelman et al. (2019). The hybrid job economy: How new skills are rewriting the DNA of the job market.	RR #13
3/4	The “high-end” labor market	<i>Selections from</i> Rivera (2016). Pedigree: How elite students get elite jobs.	RR #14
3/9	General benefits of college / Careers in higher education policy	Ma, Pender, & Welch (2019). Education Pays. <i>Panel of higher education policy professionals; no discussion of reading</i>	RR #15
Current Issues in Higher Education Policy			
3/11	College preparation	Xu, Fink, & Solanki (2019). College acceleration for all? Mapping racial/ethnic gaps in AP and dual enrollment participation.	RR #16
3/16	Affirmative action	<i>Choose one:</i> Orfield (2017). Social science and the future of affirmative action: The Supreme Court’s <i>Fisher II</i> decision and new research. <i>OR</i> Chiu (2019). Justice or just us?: <i>SFFA vs. Harvard</i> and Asian-Americans in affirmative action.	RR #17 Final paper topic must be approved by this date
3/18	Cost of college	Archibald & Feldman (2018). Drivers of the rising price of a college education.	RR #18
3/23	Student debt	Baum (2016). Student debt, chapter 5: How can public policy help?	RR#19
3/25	National college systems	Delisle (2019). International higher education rankings: Why no country’s higher education system can be the best.	RR #20
3/30	Performance funding	Dougherty et al. (2016). Looking inside the black box of performance funding for higher education.	RR #21 Paper Outline Due

4/1		INSTRUCTIONAL BREAK	
4/6		<i>Paper topic discussions [depending on class size, we might instead use this day to submit questions on paper topics]</i>	Reference / Analysis Summary Due
4/8	Your paper topic	One of your 3 top-most relevant articles for your final paper <i>Paper topic discussions</i>	RR #23
4/13	Your paper topic	One of your 3 top-most relevant articles for your final paper <i>Paper topic discussions</i>	RR #23
4/15	Your paper topic	One of your 3 top-most relevant articles for your final paper <i>Paper topic discussions</i>	RR #24
4/20	Your paper topic	<i>Final paper preparation; no reading assignment</i> <i>Paper topic discussions</i>	
4/22	Your paper topic LAST CLASS DAY	<i>Final paper preparation; no reading assignment</i> <i>Paper topic discussions</i>	<i>Graduating Seniors Only:</i> Final Paper Due
4/26	FINAL EXAM DATE	<i>Class does not meet</i>	<i>All other students:</i> Final Paper Due

Class Policies

Attendance Policy: see “Class Participation” under “Assignments.” If you have a pre-planned or emergency absence, please contact me to discuss options for maintaining your participation grade.

Academic Misconduct Statement. 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.”

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me. 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>
- *Eight Cardinal Rules of Academic Integrity*: www.northwestern.edu/uacc/8cards.html

Glenn College Diversity Values Statement. “The Glenn College is committed to nurturing a diverse and inclusive environment for our students, faculty, staff, and guests that celebrates the fundamental value and dignity of everyone by recognizing differences and supporting individuality. We are dedicated to creating a safe space and promoting civil discourse that acknowledges and embraces diverse perspectives on issues and challenges that affect our community.”

Disability Services Statement. 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 <https://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 <https://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/>.