

CARLETON UNIVERSITY

SCHOOL OF PUBLIC POLICY AND ADMINISTRATION

PADM 5227 W

EDUCATION POLICY: HIGHER EDUCATION AND SOCIETY

Professor:	Ted Jackson	WINTER TERM 2014
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Course Overview

What outcomes do societies seek from universities, and who should pay for these outcomes? Intergenerational knowledge transfer, basic research, innovation in science and technology, professional credentials, international competitiveness, economic development, citizenship, social equity – universities in industrialized countries aim to achieve a wide range of objectives, usually supported by substantial public funding. However, even as the new powers of China India and Brazil increase their governments' investments in higher education, cash-strapped western nations are rethinking their subsidies to the sector. In fact years, for example, in the United Kingdom, national-government funding of universities has been severely reduced. At the same time, however, there are trends promoting closer relationships among universities and the communities and regions in which they are based. Some stakeholders argue that, through deeper local partnerships with the private sector, the state and civil society, universities can demonstrate greater value to society in helping to create jobs, advance equity and protect the environment.

In Winter Term 2014, PADM 5227 will focus on education policy through the lens of higher education. We will start by examining the context, issues and policy options relating to universities in the Province of Ontario. The course will then move "outward" to look at experiences in other provinces, the federal government's role in higher education, and policy debates and initiatives in other jurisdictions, particularly in the United States and Europe. Among the themes to be assessed across these sites of policy engagement is that of universities' relationships with other institutions in society, set against the backdrop of a turbulent global economy and government austerity. Another important theme relates to access to higher education for citizens on or near the margins of society and the economy, particularly, but not only, low-income, new-immigrant and Aboriginal families. In addition, the prominent issues of how higher education institutions are financed, and by whom, will be examined. Finally, the international dimension of higher education will be explored.

Course Objectives

This course has two objectives:

1. To enable students to examine the various roles assigned by society to universities and how public policy is (or could be) used to promote these roles;
2. To facilitate the participation of students of the course in a field project on higher education and public policy, in cooperation with a non-governmental association or government agency active in the higher education sector.

Course Structure

To implement these two objectives, the course is divided into two parts. Part I will entail classroom work involving lectures, readings, guest speakers, discussions and small-group work. Readings will be drawn from a short primary textbook supplemented by free online readings. Both scholarly and policy-oriented, readings will be drawn from a range of disciplines and fields, including: public policy, higher education, science and technology policy, management, political science, economics, philanthropy studies, and regional planning.

Part II of the course will focus on the field-project component. Students will form teams of four to six persons to work collectively on a project defined by an external partner agency in the higher-education sector. This team project may involve policy research and analysis, policy or program planning, or the design of an evaluation framework. Teams will be supervised by the Instructor and by a liaison-person representing the partner agency. Each team will prepare a detailed report of their findings and recommendations, and will make a PowerPoint presentation to key personnel of the partner agency.

Course Grading

There are three components to assessing student performance in the course:

1. *Class participation: 25%*. This component includes student attendance, quality of participation in course discussions and exercises, and presentation of one course reading;
2. *Short paper: 20%*: To be submitted on February 27, 2014, and five double-spaced pages in length, this paper will be a critical analysis of a reading, case or issue arising in Part I of the course; and
3. *Field project: 55%*: Students will be required to contribute 30 double-spaced pages of output as a contribution to their team's field project report, and to present a section of the report during the team's PowerPoint presentation. Sixty percent of this component will be based on these individual contributions. Forty percent of the grade for the field project will be based on the quality, comprehensiveness and clarity of the overall team report and the effectiveness of the team's presentation as a whole. The draft Team Field Project Report is due March 27, 2014; the final Team Field Project Report is due April 10, 2014.

Course Reading Material

Main Text: Clark, I.D., G. Moran, M.L. Skolnick and D. Trick. Academic Transformation: The Forces Reshaping Higher Education in Ontario. Kingston/Montreal: Queen's Policy Studies Series, McGill-Queen's University Press, 2009. For additional background on the book, see the website academictransformation.ca.

Additional Readings: Links provided below.

Useful Websites

Association of Universities and Colleges of Canada aucc.ca
 Canadian Alliance for Community Service Learning communityservicelearning.ca
 Canadian Association of University Teachers caut.ca
 Canadian Centre for Policy Alternatives policyalternatives.ca
 Canadian Institutes of Health Research cihr.gc.ca
 Canadian Journal of Higher Education ojs.library.ubc.ca/index.php/cjhe
 Chronicle of Higher Education chronicle.com
 Community-Based Research Canada communityresearchcanada.ca

Council of Ontario Universities.....	cou.on.ca
Global Alliance on Community-Engaged Research	communityresearchcanada.ca/?action=alliance
Global University Network for Innovation.....	guni-mies.net
International Development Research Centre	idrc.ca
International Science Shops Network (The).....	scienceshops.org
Ministry of Training, Colleges and Universities.....	tcu.gov.on.ca/eng/postsecondary/schoolsprogram/university/
National Science and Engineering Research Council of Canada	nserc-crsng.gc.ca
Ontario Confederation of University Faculty Associations.....	ocufa.on.ca
PASCAL International Observatory.....	pascalobservatory.org
Social Sciences and Humanities Research Council of Canada	sshrcc-crsh.gc.ca
The Tailloires Network.....	tufts.edu/talloiresnetwork/

PADM 5227 Higher Education and Society: Additional Readings (Accessible Online)

The Ontario Post-Secondary Education System

Don Drummond, Drummond Report on Public Finances, 2012

<http://www.academicmatters.ca/2012/03/drummond-will-likely-have-little-impact-on-universities/>

Paul Axelrod, York University, on the Drummond Report, 2012

<http://www.academicmatters.ca/2012/03/drummond-will-likely-have-little-impact-on-universities/>

Bob Rae, Advisor to the Ontario Premier-Post-Secondary Review, 2004

<http://www.tcu.gov.on.ca/eng/document/reports/postsec.pdf>

George Fallis, York University-Universities and Democracy 2004, 2011

<http://www.cou.on.ca/issues-resources/student-resources/publications/reports/pdfs/the-mission-of-the-university---submission-for-the.aspx>

<http://research.news.yorku.ca/2011/03/16/professor-george-fallis-universities-must-confront-political-indifference/>

See also: George Fallis, *Multiversities, Ideas and Democracy*, University of Toronto, Toronto, 2007.

Ian Clark, David Trick, Richard Van Loon-Funding Ontario Universities-The Role of Students, 2011

<http://theblueandwhite.ca/article/2011/11/01/11/25/19/funding-ontario-universities.html>

Richard Van Loon, Former President, Carleton University-Links between Colleges and Universities, 2011

<http://www2.canada.com/ottawacitizen/news/observer/story.html?id=c461b442-e4df-4011-856d-b61f34b08c49&p=3>

See also: Ian Clark, David Trick and Richard Van Loon, *Academic Reform*, School of Policy Studies, Queen's University, Kingston, 2011.

Canadian Universities: Roles, Research, Directions

Erin, Anderssen, The Learning Curve: Reinventing Higher Education, 2012

http://secure.theglobeandmail.com/servlet/GIS.Servlets.HTMLTemplate?current_row=2&tf=tgam/search/tgam/SearchFullStory.html&cf=tgam/search/tgam/SearchFullStory.cfg&configFileLoc=tgam/config&encoded_keywords=lear

[ning+curve+reinventing+higher+education&option=&start_row=2&start_row_offset1=&num_rows=1&search_results_start=1&query=learning+curve+reinventing+higher+education](#)

Canada's Top 50 Research Universities, 2012
<http://www.researchinfosource.com/top50.shtml>

See also: Bruce Doern and Christopher Stoney (eds), *Research and Innovation Policy*, University of Toronto, Toronto, 2009.

Stephen Toope, AUCC and UBC President, 2011-University Roles in Society
<http://www.aucc.ca/media-room/news-and-commentary/speech-by-stephen-toope-aucc-centennial-membership-meeting>

Canadian Association of University Teachers-Policy Statement on Academic Freedom, 2005
<http://www.caut.ca/pages.asp?page=247&lang=1>

John Robinson and associates, UBC-The University as a Change Agent for Sustainability, 2011
http://www.horizons.gc.ca/page.asp?pagenm=2011-0081_01

AUCC on University Research Partnerships, 2008
<http://www.aucc.ca/pdf/english/publications/momentum-2008-low-res.pdf>

Heather Munroe-Blum, McGill President, on Science and Technology, 2009
<http://www.themarknews.com/series/1-science-policy-in-canada/articles/277-falling-back>

Expert Panel Report, Review of Federal Support to Research and Development, 2011
[http://rd-review.ca/eic/site/033.nsf/vwapj/R-D_InnovationCanada_Final-eng.pdf/\\$FILE/R-D_InnovationCanada_Final-eng.pdf](http://rd-review.ca/eic/site/033.nsf/vwapj/R-D_InnovationCanada_Final-eng.pdf/$FILE/R-D_InnovationCanada_Final-eng.pdf)

Alex Usher, A Closer Look at Universities Reveals Some Hidden Gems, 2012
<http://www2.canada.com/ottawacitizen/news/archives/story.html?id=b3fe3ac0-3e0e-422e-badc-64e809c638d6&p=2>

Nick Falvo, Canada's Self-Imposed Crisis in Post-Secondary Education, 2012
<http://www.academicmatters.ca/2012/06/canadas-self-imposed-crisis-in-post-secondary-education/>

Higher Education Quality Council of Ontario, Programs for Youth Transition to PSE, 2013
<http://www.heqco.ca/en-CA/Research/Research%20Publications/Pages/Summary.aspx?link=102&title=Strategies%20for%20Supporting%20Youth%20Education:%20A%20Snapshot%20of%20Early%20Intervention%20Programs%20in%20Ontario>

Canadian Association of University Teachers, Report on Private Funding Collaborations, 2013
<http://www.caut.ca/docs/default-source/academic-freedom/open-for-business-%28nov-2013%29.pdf?sfvrsn=4>

Restructuring for Undergraduate Teaching

<http://www.academicmatters.ca/2012/05/expanding-graduate-programs-and-renewing-the-professoriate-whats-the-connection/>

<http://maytree.com/blog/2012/03/transformational-thinking-undergraduate-education-in-ontario-should-focus-on-educating-undergraduates/>

<http://www.universityaffairs.ca/academic-reform-tread-carefully.aspx>

<http://www.academicmatters.ca/2012/11/the-perils-of-california-dreamin-in-higher-education/>

Student Tuition and Debt

Ken Coates and Bill Morrison, Today's University Graduate, 2012

<http://thewalrus.ca/the-uses-and-abuses-of-university/>

<http://www.academicmatters.ca/2012/06/canadas-self-imposed-crisis-in-post-secondary-education/>

Ken Coates, The Anatomy of Dissent at Canadian Universities

<http://www.academicmatters.ca/2012/11/the-quiet-campus-the-anatomy-of-dissen>

Martin Robert, "Ensemble, bloquons la hausse": The Rationale Behind the Slogan

<http://www.academicmatters.ca/2012/11/ensemble-bloquons-la-hausse-the-ration>

Jacob Levy, The High Cost of Low Tuition

<http://www.academicmatters.ca/2012/11/the-high-cost-of-low-tuition-in-quebec>

Eric Girard, What I Learned At Law School: The Poor Need Not Apply

<http://www.theglobeandmail.com/life/facts-and-arguments/what-i-learned-at-law-school-the-poor-need-not-apply/article15443887/>

Erika Shaker and David Macdonald, Degrees of Uncertainty

<http://www.policyalternatives.ca/degrees-of-uncertainty>

Erika Shaker, Scapegoating Youth

<http://www.policyalternatives.ca/newsroom/updates/erika-shaker-lecture-scapegoating-youth-war-progress>

Andrés Bernasconi, Capitalism and Student Protests in Chile

<http://www.academicmatters.ca/2012/11/not-another-brick-in-the-wall-capitalism>

Higher Education Policy in the United States

The Economist, American Universities Represent Declining Value for Money, 2012

<http://www.economist.com/news/united-states/21567373-american-universities-represent-declining-value-money-their-students-not-what-it>

Higher Education Policy in the United Kingdom

Government White Paper on Higher Education, 2011

<http://www.bis.gov.uk/assets/biscore/higher-education/docs/h/11-944-higher-education-students-at-heart-of-system.pdf>

Des Freedman-A Radical Manifesto for Higher Education, 2011

<http://www.opendemocracy.net/ourkingdom/des-freedman/radical-manifesto-for-higher-education>

See also: Michael Bailey and Des Freedman (eds), *The Assault on Universities*, Pluto, London, 2011.

University Partnerships and Civic Engagement: Canada, the United States, Other Countries

Budd Hall, University of Victoria, Community-University Engagement and Continuing Education, 2009

<http://ejournals.library.ualberta.ca/index.php/cjuce-rcepu/article/view/8513>

Edward Jackson, Carleton University, Community-University Engagement, Capital, 2008, 2010

<http://osbr.ca/ojs/index.php/osbr/article/view/704>

<http://ejournals.library.ualberta.ca/index.php/cjuce-rcepu/article/view/9681>

Coalition of Urban Serving Universities-Anchor Institutions in America's Cities, 2010

http://www.usucoalition.org/downloads/part6/Workgroups_Economic_Shaffer_ANewParadigm.pdf

David Shaffer and David Wright, Universities and Economic Development in the United States, 2010

http://www.usucoalition.org/downloads/part6/Workgroups_Economic_Shaffer_ANewParadigm.pdf

Talloires Network-The Talloires Declaration on the Civic Role of Universities, 2005

<http://www.tufts.edu/talloiresnetwork/downloads/TalloiresDeclaration2005.pdf>

Phillip Altbach-Complex Roles of Universities in Globalization, 2008

<http://upcommons.upc.edu/revistes/handle/2099/8111>

Rajesh Tandon-Civil Engagement and Human Development, 2008

<http://upcommons.upc.edu/revistes/handle/2099/8117>

Guidelines for Readings Presentation

Select a substantive reading (report, book chapter, scholarly article). Present for five minutes, maximum. First, for three minutes, summarize main arguments, evidence, cases, etc. of the piece. Then, for about two minutes, present your views (critical or supportive, or both) of the reading. Finally, give us two discussion questions that help the class use the reading as a springboard into key issues and debates. Optional: You may wish to provide a one-page handout electronically before class, or in hard-copy when you present. We will take five to ten minutes after you present for discussion.

PADM 5227

Education Policy: Higher Education and Society Course Schedule – January 2014

PART I

CLASSROOM WORK

- | | |
|------------------------------|---|
| Week 1
(January 09, 2014) | - Introduction of Course: Course Outline, Grading, Schedule, Readings; Participant Self-Introductions
- Lecture: The Role of Higher Education in Society in an Era of Global Turbulence: Issues and Directions |
| Week 2 | - Lecture: Perspectives on Policy Issues: COU, OCUFA, AUCC, CAUT, CJHE, |

- (January 16, 2014) HRSDC, SSHRC, CFI, CBIE, WUSC, MTCU (Ontario)
Clark et al, Chapter 1: Transformation
Clark et al, Chapter 2: Access
- Week 3
(January 23, 2014) - Presentation by Representatives of Partner Agencies
- Guest Speaker
Clark et al, Chapter 3: Knowledge Production
Clark et al, Chapter 4: Financial Pressures
- Week 4
(January 30, 2014) - Guest Speaker
Clark et al, Chapter 5: Accountability
Clark et al, Chapter 6: System Design
Clark et al, Chapter 7: Implications for the Future
- Week 5
(February 6, 2014) - Guest Speaker
- Lecture: The Engaged University: International Experience Issues, Networks and Models: GUNI, GACER, Tailloire, PASCAL, Science Shops, Urban Universities in the US
- Lecture: What does engagement look like in the North and South?
- Field Project Planning

PART II**FIELD PROJECT**

- Week 6
(February 13, 2014) - Group Exercise
- Lecture: The Engaged University: Canadian Experience
CBRC, CACSL, Trent, UVic, MUN, Hall, 2009; Jackson, 2008
Field Projects: Initial Planning
- (February 17-21, 2014) READING WEEK
- Week 7
(February 27, 2014) - Field Project Planning
- Submission of Short Paper
- Lecture: The Engaged University: Focus on the Economy and Job Generation
PASCAL, World Bank, Jackson, 2010, GUNi
- Field Projects: Team Planning
- Week 8
(March 6, 2014) - Field Projects: Research, Work Planning, Liaison with Partner Organizations
- Week 9
(March 13, 2014) - Field Project Implementation
- Week 10
(March 20, 2014) - Field Project Implementation / Report Writing
- Week 11
(March 27, 2014) Final Class
Submission of Draft Field Project Reports
- Week 12
(April 3, 2014) - Team Presentations to Partner Agencies
- (April 10, 2014) Submission of Final Field Project Reports

Accommodation Statement

Students in PADM 5227 should take note of the following options for accommodation:

Pregnancy obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details visit the Equity Services website: <http://www2.carleton.ca/equity/>

Religious obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details visit the Equity Services website: <http://www2.carleton.ca/equity/>

Academic Accommodations for Students with Disabilities: The **Paul Menton Centre** for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your ***Letter of Accommodation*** at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (*if applicable*). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (*if applicable*) at <http://www2.carleton.ca/pmc/new-and-current-students/dates-and-deadlines/>

You can visit the Equity Services website to view the policies and to obtain more detailed information on academic accommodation at <http://www2.carleton.ca/equity/>