

EDHE 6850  
Advanced policy analysis in higher education  
Matthews Hall #310  
Thursdays, 5.30-8.20 pm  
Spring 2017

*About the instructor*

Barrett Taylor, PhD  
Assistant Professor of Higher Education  
Sycamore Hall #289E  
T: 940.565.3238  
E: [barrett.taylor@unt.edu](mailto:barrett.taylor@unt.edu) or [bjt512@gmail.com](mailto:bjt512@gmail.com)

Office hours: Mondays, 2.00 pm – 5.00 pm  
Thursdays, 2.00 pm – 5.00 pm

Although I am in my office almost every weekday, 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 one of the two addresses 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*

Higher education policy is distinct from most other forms of policymaking because colleges and universities pursue multiple missions, produce both public and private goods, and often respond strategically to policy interventions. As such, colleges and universities typically prove difficult to govern. Campus officials sometimes pursue money-losing activities because they serve the public good, but also reallocate public funds in order to pursue institutional ends. The result is that policymakers do not directly control institutions; rather, the two exist in a shared social space – called a *field* – in which relationships are complex and changing.

The purpose of this course is to familiarize students with ways to understand this field and relationships within it. We review both major theoretical and methodological approaches. Special attention will be given to the ways in which researchers use theory to frame scholarship and interpret data. For each class meeting, students will read social theory, a passage from a methods textbook, and at least one empirical study that utilizes the theory and method to illuminate a particular topic in the study of higher education. Close attention will be given to the ways in which theory shapes the empirical piece's analytic strategy, variable selection, and interpretation of results.

This course is intended to prepare students broadly for dissertation writing and original research. As such, its primary focus is a group of frequently used theories and the “workhorse” quantitative technique of fixed effects panel regression. It is not intended to familiarize students exhaustively with the range of techniques currently employed in policy research. Additional techniques (e.g., frontier models, latent variable analyses,

quasi-experimental designs) and theories (e.g., actor-network models) will be addressed on a time-available basis, but are not a focus of the course.

Additionally, the course assumes familiarity with basic quantitative analysis (prerequisite of EPSY 6010) and fundamental social theories (prerequisite of **ONE** of: Policy Studies in Higher Education [EDHE 6550], Organization and Administration of Higher Education [EDHE 6710] or Higher Education Finance [EDHE 6760]). Core approaches such as linear regression and building-block social theories such as critical race theory or academic capitalism will not be reviewed in the course.

### *Assignments*

This course is an applied project seminar, meaning that each student will be develop an individual project to be completed over the course of the semester. Each student should identify a topic of interest that can be explored using publicly available secondary data (or another dataset to which the student has ready access), analyzed using a quantitative technique reviewed in the course, and framed using at least one theory presented in the course. As such, each project will highlight a complexity (via interaction terms, multilevel regression, etc.) of the field of higher education. The ideal project will yield a paper of publishable quality. The three assignments for this course reflect varying stages of the completion of this project.

There are three assignments in this course:

1. “Front matter” paper: The “front matter” of a research paper frames the analysis to follow. Just so, the “front matter” paper should frame the student’s project in a format commonly found in academic journals. Papers should include:
  - a. A brief (maximum of two pages) introduction that includes research questions and establishes the importance of the study.
  - b. A synthesis of literature that moves beyond summary to frame the problem. This section must draw on readings beyond the syllabus.
  - c. A theoretical framework that provides a general predictive model. While the theoretical model should be based on course readings, it also should incorporate additional readings as appropriate. This model should flow logically from the review of literature, should dovetail with the research questions, and should be refined in the quantitative analysis to follow.
  - d. A methods section outlining data sources, variable selection, analytic technique, and limitations to the proposed analysis. In essence, this section should align the theoretical model with the proposed quantitative model.Because fonts and margins vary, academic journals typical impose word count requirements rather than page length requirements. This assignment is limited to 6,500 words, inclusive of tables, figures, and references. 40% of final grade.
2. Final paper: The final paper will include revised front matter alongside the results of the analysis and a discussion of implications for theory, future research, and/or policy. The paper should be formatted as a peer-reviewed journal article. Limit of 10,000 words, inclusive of tables, figures, and references. 40% of final grade.
3. Presentation and 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. 20% 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 are two required texts for this course:

Cameron, A. C., & Trivedi, P. K. (2010). *Microeconometrics using Stata (revised edition)*. College Station, TX: Stata Press.

In weekly assignments, I will refer to this text as “C&T.”

Fligstein, N., & McAdam, D. (2012). *A theory of fields*. New York: Oxford University Press.

In weekly assignments, I will refer to this text as “F&M.”

In addition to these texts, 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 (ie., 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 using the course number found at the top of this syllabus. The password for this reserve is “fieldanalysis” (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 request 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.

#### *Academic Integrity*

All incidents of academic dishonesty will be reported to the Academic Integrity Office within the Office of the Provost. For any act of academic dishonesty, the instructor may impose a sanction from a warning up to and including an “F” in the course. Further and more stringent sanctions may be imposed from the Provost’s Office.

As discussed in the UNT Graduate Catalog ([www.unt.edu/catalog/grad](http://www.unt.edu/catalog/grad)):

A strong university is built upon the academic integrity of its members. As an intellectual enterprise, it is dependent upon trust, honesty, and the exchange of ideas in a manner that gives full credit and context to the sources of those ideas. UNT’s policy on the Student Standards of Academic Integrity is designed to uphold these principles of academic integrity. It protects the rights of all participants in the educational process and validates the legitimacy of degrees awarded by the university.

The policy covers categories of academic dishonesty such as cheating, plagiarism, forgery, fabrication, facilitating academic dishonesty, and sabotage. It includes descriptions of infractions, penalties, and procedures. In the investigation and resolution of all allegations of student academic dishonesty, the university’s actions are intended to be corrective, educationally sound, fundamentally fair, and based on reliable evidence. The full policy (18.1.16) is available online at <http://vpaa.unt.edu/academic-integrity.htm>. If I suspect that you have engaged in academic dishonesty, I will deal with the situation as outlined in the University Policy shown above. You will be allowed to remain in the class during the entire time that the academic misconduct accusation is being investigated, adjudicated, and appealed. As noted above, the maximum academic penalty that can be assessed by an instructor is an F in the course. However, university officials use the academic misconduct information to decide if other misconduct sanctions are then to be applied, and the student has separate rights to appeal those decisions, remaining in the class until all appeals are exhausted.

#### *Acceptable student behavior*

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 [www.deanofstudents.unt.edu](http://www.deanofstudents.unt.edu)

### *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. 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:

[http://deanofstudents.unt.edu/resources\\_0](http://deanofstudents.unt.edu/resources_0). Renee LeClaire McNamara is UNT's Student Advocate and she can be reached through e-mail at [SurvivorAdvocate@unt.edu](mailto:SurvivorAdvocate@unt.edu) or by calling the Dean of Students' office at 940-565-2648. You are not alone. We are here to help.

### *Access to information – Eagle Connect*

Your access point for business and academic services at UNT occurs within the my.unt.edu site [www.my.unt.edu](http://www.my.unt.edu). All official communication from the university will be delivered to your Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward your email: <http://eagleconnect.unt.edu/>

### *ADA statement*

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (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. Grades assigned before an accommodation is provided will not be changed. 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. For additional information see the Office of Disability Accommodation website at <http://www.unt.edu/oda>. You may also contact them by phone at 940.565.4323.

### *SPOT*

The Student Perceptions of Teaching (SPOT) is a requirement for all organized classes at UNT. This anonymous short survey will be made available to you later in 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 to continually improve my teaching. I consider SPOT 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](http://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: Orientation to higher education as a field

*January 19, 2017 – No class – Instructor traveling*

*January 26, 2017 – No class – Instructor traveling*

*February 2, 2017 – Conceptualizing a field: Contexts, actors and mechanisms*

Davis, G. F. (2009). *Managed by the markets*. New York: Oxford.

- “Preface,” v-xii

F&M, Ch. 1

Tuchman, G. (2009). *Wannabe U*. Chicago: University of Chicago Press.

- Chapter 1, “Wannabe University is transformed,” pp. 1-24

Application: elements of a scholarly paper; familiarity with secondary data sources on institutions including IPEDS, WebCASPAR and the Delta Cost Project

*February 9, 2017 – Asking field-level questions: Description, prediction and causation*

Angrist, J. D., & Pischke, J. (2009). *Mostly harmless econometrics: An empiricist’s companion*. Princeton, NJ: Princeton University Press.

- Chapter 2, “The experimental ideal,” pp. 11-24

Bastedo, M. N. (2012). Organizing higher education: A manifesto. In M. N. Bastedo (Ed.), *The organization of higher education* (pp. 3-17). Baltimore, MD: The Johns Hopkins University Press.

C&T, Ch. 1-2

F&M, Ch. 2

Application: Insheet/infile, outsheet/export, merge, sum, sort, by, gen, twoway

*February 16, 2017 – Conducting field-level analyses: The basics*

C&T, Ch. 3

F&M, Ch. 3-4

Taylor, B. J., & Cantwell, B. (2016). The American Recovery and Reinvestment Act: Competition, resource concentration, and the “Great Recession” in the US.

*Higher Education Policy*, 29(2). doi: 10.1057/hep.2015.21

Application: reg, xi, continuous X dichotomous interactions

Unit II: Major theories and methods

*February 23, 2017 – The field of providers: Resource dependence theory*

C&T, Ch. 8

Cantwell, B., & Taylor, B. J. (2015). The rise of the postdoctorate and the restructuring of academic research. *The Journal of Higher Education*, 86(5), 667-696.

Froelich, K. (1999). Diversification of revenue strategies: Evolving resource dependence in nonprofit organizations. *Nonprofit and Voluntary Sector Quarterly*, 28(3), 246-268.

Pfeffer, J., & Salancik, G. R. (2003). *The external control of organizations: A resource dependence perspective*. Palo Alto, CA: Stanford University Press.

- Ch. 1, “An external perspective on organizations,” pp. 1-22

Application: Xtset, xtreg, standard errors in panel analysis

March 2, 2017 – *Institutionalized fields: Norms, practices, and the taken-for-granted*

Friedland, R., & Alford, R. R. (1991). Bringing society back in: Symbols, practices, and institutional contradictions. In W. W. Powell and P. J. DiMaggio (Eds.), *The new institutionalism in organizational analysis* (pp. 232-266). Chicago: The University of Chicago Press.

Meyer, J. W. (1977). The effects of education as an institution. *American Journal of Sociology*, 83(1), 55-77.

Schofer, E., & Meyer, J. W. (2005). The worldwide expansion of higher education in the twentieth century. *American Sociological Review*, 70(6), 898-920.

Taylor, B. J., & Cantwell, B. (2015). Global competition, US research universities, and international doctoral education: Growth and consolidation of an organizational field. *Research in Higher Education*, 56(5), 411-441.

Application: The role of time: lags, leads, and temporal (continuous) interaction terms

March 9, 2017 – *Fields, hierarchy, and stratification: Bourdieu on organizations*

Bourdieu, P. (1984). *Distinction: A social critique of the judgment of taste*. Cambridge, MA: Harvard University Press. (R. Nice, Trans.)

- Ch. 4, “The dynamics of the fields,” pp. 226-246

Cantwell, B., Taylor, B. J., & Johnson, N. (in preparation). Ordering the global field of academic science: Money, mission, and position.

Harper, S. R. (2010). An anti-deficit achievement framework for research on students of color in STEM. In S. A. Harper and C. Newman (Eds.), *New Directions for Institutional Research* (pp. 63-74). New York: Wiley.

Mitchell, M. N. (2012). *A visual guide to Stata graphics (third edition)*. College Station, TX: Stata Press.

- Chapter 3, “Toway graphs,” pp. 89-152

Application: Quantitative interpretation using outreg2; graphical interpretation using predict

March 16, 2017 – *No class – Spring break*

March 23, 2017 – *Professions as fields: Power, knowledge, and legitimation*

Brint, S. (1994). *In an age of experts: The changing role of professionals in politics and public life*. Princeton, NJ: Princeton University Press.

- Ch. 10, “The transformation of the professional middle class and the future of intellectuals,” pp. 202-212

C&T, Ch. 14, 16-18

Cantwell, B., & Taylor, B. J. (2013). Global status, inter-institutional stratification, and organizational segmentation: A time-dynamic Tobit analysis of ARWU position among US universities. *Minerva*, 51(2), 195-223.

Foucault, M. (1977). *Discipline and punish*. New York: Pantheon. (A. Sheridan, Trans.)

- Part III, Ch. 2, “The means of correct training,” pp. 170-194

Application: When to use non-linear regression

*March 30, 2017 – Guest speaker: Sondra Barringer, Assistant Professor at Southern Methodist University*

Readings TBD

*April 6, 2017 – No class – “Front matter” paper to [barrett.taylor@unt.edu](mailto:barrett.taylor@unt.edu) by 5.00 pm*

### Unit III – Student projects

*April 13, 2017 – Using theory to interpret findings/results*

F&M, Ch. 7

Kraatz, M. S., & Zajac, E. J. (1996). Exploring the limits of the new institutionalism: The causes and consequences of illegitimate organizational change. *American Sociological Review*, 61(5), 812-836.

Rosinger, K. O., Taylor, B. J., Coco, L., & Slaughter, S. (2016). Organizational segmentation and the prestige economy: Deprofessionalization in high- and low-resource departments. *The Journal of Higher Education*, 87(1), 27-54.

Applications: Qualitative policy analysis; framing and interpreting data

*April 20, 2017 – Students meet individually with instructor as needed*

*April 27, 2017 – Students meet individually with instructor as needed*

*May 4, 2017 – Students present final projects (10 minute ASHE style presentations)*

*May 8, 2017 – Final paper (revised “front matter” plus results and discussion) due to [barrett.taylor@unt.edu](mailto:barrett.taylor@unt.edu) by noon*