

# PROFESSIONAL DEVELOPMENT COURSES FOR UNIVERSITY ADMINISTRATORS

## HIGHER EDUCATION MANAGEMENT AND POLICY FOR PRACTITIONERS

**Course instructors:** Puşa Năstase and Norbert Sabic

**Course dates (online):** November 15 to December 13, twice a week (Tuesday and Thursday) from 14.30 until 16.45 (Vienna time).

**Application dead-line:** November 5<sup>th</sup>, 2022

**Apply here:** [https://sits.ceu.edu/urd/sits.urd/run/siw\\_ipp\\_lgn.login?process=siw\\_ipp\\_app\\_crs](https://sits.ceu.edu/urd/sits.urd/run/siw_ipp_lgn.login?process=siw_ipp_app_crs)

### Course description

The course provides an introduction to fundamental issues and topics in the contemporary higher education sector, with a special focus on how university leadership and administrators should address these in their domestic context.

Higher education is seen as a particularly contested area of public policy: it can foster social integration and economic development, but it also reproduces inequalities. Using an interdisciplinary perspective, the course offers a systematic overview of the key actors, structures and dynamics in the field of higher education. It combines a theoretical level of analysis with relevant case studies, in order to shed light on the practical world of higher education management and policy. Areas covered in the course include policies related to governance, access, funding, and practices related to accreditation, quality assurance, and performance measurement.

The course will equip participants with knowledge and analytical skills that can help them better understand the issues and challenges of present-day higher education systems and how governmental and institutional policies seek to address those. It will also enhance participants' knowledge of the diversity of institutions in the OSUN network and how the identity of member institutions is reflected in their governance and management structures.

### Learning outcomes

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

- recognize the main actors and challenges in contemporary higher education settings;
- analyze and explain the dynamics shaping current higher education in various contexts;
- 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.

## COURSE DETAILS

### **Class 1: Contemporary challenges in higher education**

Date: Tuesday, November 15, 2022

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. Participants will explore the core functions of higher education and how it can be instrumental in furthering other policy goals, such as economic development and democratic ideas.

In addition, participants will be presented with the course's content and the assessment criteria in more detail.

#### Class exercise:

A concept mapping exercise will be conducted with the participants to identify the key policy challenges in higher education. For this reason, participants need to find a recent (not older than 3 months) news article that discusses a concern regarding the development of higher education. The identified material can be from the student's own country or emphasize a global challenge in higher education. Participants should be prepared to present their material to the class and explain why they find this topic relevant from a public policy perspective.

#### 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.

### **Class 2: Access and equity policies**

Date: Thursday, November 17, 2022

Higher education is an unattainable goal for many, regardless of how driven and hardworking they may be. In Class 2, we will discuss theoretical and practical concepts related to access to higher education and policies designed and implemented in various contexts to promote access. In the first half of the class, we will focus on "merit-based" policies for admission, i.e., state and institutional policies that regulate admission to higher education based on various forms of academic achievement. In the second half of the class, we will 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 these measures.

### Optional 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.

Garaz, S., & Torotcoi, S. (2017). Increasing access to higher education and the reproduction of social inequalities: the case of Roma university students in Eastern and Southeastern Europe. *European Education*, 49(1), 10-35.

### **Class 3: Funding policies**

Date: Tuesday, November 22, 2022

This class is structured in two parts.

#### **Part 1: Student funding**

Who should pay for university education? Is it the direct beneficiaries (students and their parents), the taxpayers or the employers? In Class 3, we will focus on higher education systems that charge tuition to some or all university students and the relation between tuition fees and higher education access. We will discuss policies related to the provision of financial aid to students, the 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).

#### Reading:

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.

#### **Part 2: University funding models**

Even in universities where students pay hefty fees, these are usually insufficient to cover all activities. In this class we will look at how do universities get funded and who pays for facilities, faculty salaries and research. We will discuss the most common funding models (block and competitive grants, per student capita funding, performance-based funding) and discuss their advantages and limitations.

#### Reading:

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

### **Class 4: Higher education: between the state and the market**

Date: Thursday, November 24, 2022

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.

#### Pre-session assignment:

Participants should list the various stakeholders in their own countries using the areas below as guidelines:

- identify relevant groups and organizations participating in the development of higher education policy in your country;
- reflect on the roles and interests of the involved stakeholders;
- prioritize stakeholders according to their relative importance in the policy making process.

Readings (optional):

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

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

### **Class 5: Accountability and performance measurement**

Date: November 29, 2022

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 higher education system. In Class 5, we will take a critical look at these emerging policy tools.

#### Reading:

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

### **Class 6: Internationalization of higher education**

Date: Thursday, December 1, 2022

The steady process of internationalization experienced by higher education institutions in many countries in Europe, North America, Asia and Australia is relevant not only within those countries but has global implications. In Class 7 we will look at changes in the field of higher education brought on by internationalization processes: international rankings, global student mobility, the expansion of branch

campuses, franchised and joint degrees, the use of English as a language for teaching and research worldwide, and many others.

By the end of the class, participants will be able to understand the effect of internationalization and to reflect on how it affects their own countries and university as well as them personally.

Optional reading:

Tight, M. (2022). Internationalisation of higher education beyond the West: challenges and opportunities—the research evidence. *Educational Research and Evaluation*, 27(3-4), 239-259.

Nastase, P. (2020). Drivers for Internationalization in Georgian Higher Education. In *European Higher Education Area: Challenges for a New Decade* (pp. 91-104). Springer, Cham.

## **Class 7: Who should pay for research?**

**Date:** December 6

One of the earliest and currently most used COVID 19 vaccines was developed by Oxford university researchers together with British-Swedish company [AstraZeneca](#), shedding once again light on the value of research. Conducting research is one of the primary activities of universities and their faculty which has gained even more significance with the rise of the “knowledge society” discourse around the globe. Scientific inquiry is not just driven by the sheer curiosity of faculty members, but is increasingly managed and directed by national and international organizations and coordinated in transnational networks. In this class, participants will explore the contemporary challenges of research systems and how governments and other stakeholders seek to influence the path it is developing.

### Required readings:

Bonaccorsi, A., & Daraio, C. (2007). Universities as strategic knowledge creators: some preliminary evidence. *Universities and strategic knowledge creation. Specialization and performance in Europe*, 31-81.

## **Class 8: Concluding session / Participants’ presentations**

**Date:** December 13 (pending group agreement), 2022

### **Assessment**

Learning will be assessed based on a final project presented in class.

A brief presentation must be prepared to summarize the analysis of the chosen higher education policy, program, or intervention. In the presentation, participants must introduce the policy in terms of the actors involved in conceiving it, its characteristics and design, and the process of how it was implemented. They must not only describe, but also critically assess the design and implementation of the policy that their presentation is focused on.

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