

Abstract

- ▶ Organizing methods for higher education funding policy
 - First Attempt: Literature exploration to find framework of options
 - Desired features include theoretical relationships, simplicity, & neutrality
 - Found lists, maps, and gaps but no consistent framework
 - Raised more questions regarding this under-researched area
 - Second Attempt: Literature review to compare research and issues
 - Results: Research on “How much” overweighted while research on “How” (i.e., methods for higher education funding) underweighted
 - Observation: A new framework may be useful for bridging gaps between research, policy, & practice in higher education funding decisions

Where's the framework?

Organizing methods for higher education funding policy

Introduction

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 - ▶ Started May, 2008

Outline

- ▶ **Relevancy**
- ▶ Results
- ▶ Observations

Relevancy

- ▶ Higher education funding
 - Public policy process
 - Complicated
 - Ideologically filtered

Relevancy

- ▶ What type of framework?
- ▶ Desired features for organizing higher education funding
 - Theoretical relationship between public policy tools
 - Simple to use
 - Normative neutrality (not tied to specific value system)

Outline

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Process (1st Attempt)

- ▶ Contact with professors
 - Higher education, economics & political science
- ▶ Literature exploration
 - Search for articles to include in sample based on content relevant to higher education funding policies, instruments, and/or tools
 - Informal scan of 50 articles for candidates to include in the sample

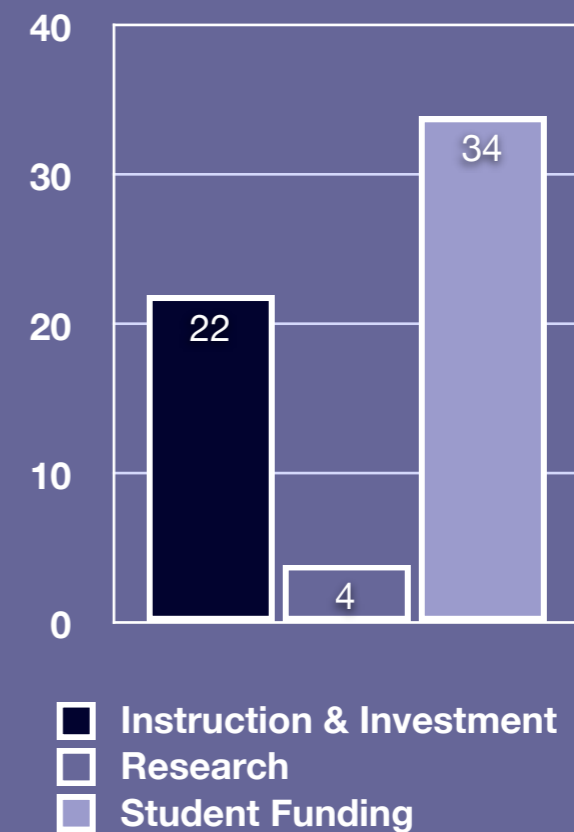
Results

- ▶ Narrowed down to $n = 12$ articles
- ▶ Typical Attributes
 - Lists
 - Maps
 - Gaps
- ▶ Best examples so far...

List - Salmi & Hauptman, 2006

- ▶ *Resource allocation mechanisms in tertiary education*
 - Hypothesis
 - ▶ Typology & assessment can help policy makers increase funding effectiveness
 - Lists, Maps, & Gaps
 - ▶ Descriptive list of policy tools
 - ▶ Observations led approach
 - ▶ Provides questions for gaps

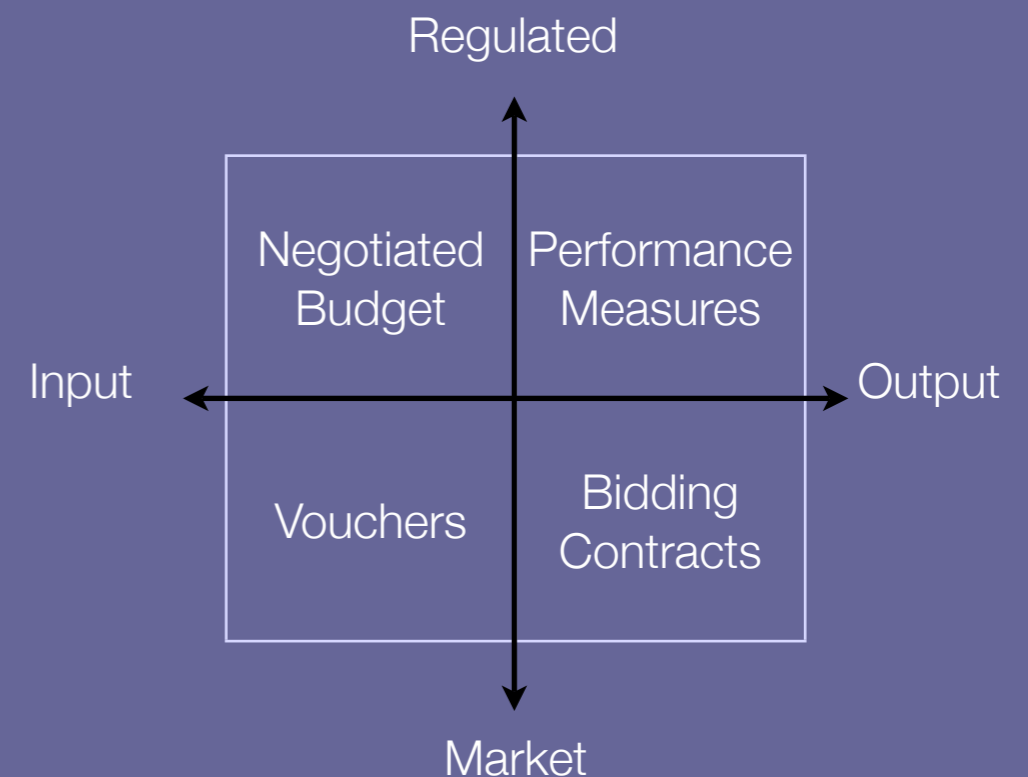
Number of Categories



Source: Salmi & Hauptman, 2006.

Map - Jongbloed, 2004

- ▶ *Funding higher education: Options, trade-offs, & dilemmas*
 - Hypothesis
 - ▶ Funding levels alone will not achieve quality & accessibility... i.e., methods matter
 - Lists, Maps, & Gaps
 - ▶ Classification of tools
 - ▶ The four funding system model
 - ▶ Funding debate questions



Source: Jongbloed, 2004.

Gap - St. John & Paulsen, 2001

- ▶ *The finance of higher education: Implications for theory, research, policy, & practice*
 - Hypothesis
 - ▶ New theories can help address funding challenges
 - Maps & Gaps
 - ▶ Applies theories with examples
 - ▶ Fills or outlines theory gaps

Key point

“Policy decisions do not necessarily follow documented evidence”

Source: St. John & Paulsen, 2001, pp. 556 - 557.

Biggest Gaps

- ▶ Where is the framework?
 - Lists are descriptive but not necessarily predictive
 - Maps may be predictive but not necessarily descriptive nor include all possible funding options
 - Gaps highlight the need for a simple bridge between research, policy, and practice

Biggest Gaps (continued)

- ▶ Literature exploration raised new questions
 - Is “How” as important as “How much”?
 - Is research on funding in sync with priorities?
- ▶ Plus
 - The number of articles describing organizing methods for higher education funding is too small for a meta-analysis
- ▶ Therefore, new approach...

Process (2nd Attempt)

- ▶ Literature review of articles in one book
 - Global University Network for Innovation (GUNI) *Higher Education in the world 2006: The financing of universities*
 - ▶ Recently published
 - ▶ Breadth of international financing areas
 - ▶ Key reference for researchers
 - ▶ Probable reference for non-researchers
 - ▶ Includes poll on leaders' perspectives (Escrigas, pp. 279 - 297)

Methods Overview

- ▶ Comparison of research and issues
 - Research
 - ▶ n = 49 articles
 - ▶ Cumulative text space used per theme
 - Issues
 - ▶ n = 73 respondents
 - ▶ Text space used within the Escrigas article describing the poll results of leaders' perspectives

Results

Themes	Research (cm ²)	%	Poll (cm ²)	%
Funding difficulties	15,481	34	787	21
Income source diversification	21,828	49	608	16
Funding tools for access*	2,846	6	571	15
Tools for accountability	988	2	604	16
Universities as public assets	3,537	8	593	15
Using technology	368	1	656	17

* The full description from the poll equals "instruments and mechanisms for universal access to higher education" (Escrigas, 2006, p. 286)

Results (continued)

Themes	Research (cm ²)	%	Poll (cm ²)	%
Funding difficulties <ul style="list-style-type: none">• Research on “How much” overweighted	15,481	34	787	21
Funding tools for access <ul style="list-style-type: none">• Research on “How” underweighted	2,846	6	571	15

Outline

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Observations

Suggested Organizing Criteria	List: Salmi & Hauptman	Map: Jongbloed	Gap: St. John & Paulsen
Theoretical Relationships	Low	High	Med
Simple	Low	Med	Low
Normative neutrality	Med	Med	Med

Observations (continued)

- ▶ Why do we need a framework?
- ▶ Analyzing & influencing higher education funding decisions
 - **Public policy** process catering to the median voter
 - **Complexity** prevents widespread mobilization of consensus
 - **Advocacy** left to navigate ideological/value filters

More Questions

- ▶ Are there other frameworks or related lists & maps?
 - Would this field benefit from a “periodic table” type framework?
- ▶ Is “How” as important as “How much”?
 - Is this a useful comparison between research and policy priorities?
- ▶ Is research on higher education funding in sync with priorities?
 - Does research follow priorities or should research establish priorities?

Final Observations

- ▶ If there is no consistent framework for organizing methods for higher education policy...
- ▶ If policy decisions do not necessarily follow documented evidence...
- ▶ If analyzing and influencing higher education funding decisions includes navigating public policy, complexity, and advocacy...
- ▶ Then a new framework of funding options that establishes theoretical relationships in a simple and neutral manner may be useful for bridging the gaps between research, policy, and practice in this area

Summary

- ▶ Relevancy
- ▶ Results
- ▶ Observations

References

- ▶ Jongbloed, Ben (2004). Funding higher education: Options, trade-offs and dilemmas. *Fulbright Brainstorms 2004 – New trends in higher education*. Retrieved March 31, 2008, from <http://www.utwente.nl/cheps/documenten/engpap04fundinghe.pdf>
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- ▶ Salmi, Jamil & Hauptman, Arthur M. (2006). Resource allocation mechanisms in tertiary education: A typology and an assessment. In Global University Network for Innovation (GUNI), *Higher education in the world 2006: The financing of universities* (pp. 60 – 81). New York, NY: Palgrave Macmillan.
- ▶ St. John, Edward P. & Paulsen, Michael B. (2001). The finance of higher education: Implications for theory, research, policy, and practice. In M. B. Paulsen & J. C. Smart (Eds.), *The finance of education: Theory, research, policy, and practice* (pp. 545 – 568). New York, NY: Agathon Press, Algora Publishing.

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