

**Academic Affairs in Higher Education/EDUC 785**  
**Winter 2022**  
**Wednesdays 1:00 - 4:00 pm**  
**School of Education, Room 1315**

<b>INSTRUCTORS:</b>	<b>Lisa R. Lattuca Professor</b> Center for the Study of Higher and Postsecondary Education University of Michigan SEB Room 2117 (734) 647-1979 llatt@umich.edu Appointments: Calendar <a href="#">Link</a>	<b>Liz Jones, Graduate Student Instructor</b> Center for the Study of Higher and Postsecondary Education (CSHPE) University of Michigan SEB 2 <sup>nd</sup> Floor Mezzanine, Room 2034M esst@umich.edu Appointments: Calendar <a href="#">Link</a>
<b>Office Phone (Baljit Kaur)</b>		

**LAND ACKNOWLEDGEMENT:**

The University of Michigan is located on the ancestral lands of the Anishinaabe people, the Ojibwe, Odawa, and Bodewadami Nations. We acknowledge and reaffirm the Anishinaabe peoples' contemporary and ancestral ties to this land.

**OVERVIEW OF THE COURSE:**

The course is designed for individuals whose intellectual and professional goals will be supported by a broad understanding of “academic affairs” in U.S. higher education institutions. In this course, the teaching/learning nexus is the pivot point around which we organize our understanding of how higher education curriculum, teaching, and learning are imagined, created, perpetuated, and reformed. Importantly, throughout the course we will analyze how oppressive structures and behaviors impede an experience of just and equitable learning for students and shape the work of faculty and administrators related to curriculum, teaching and learning. To support your learning and goals -- as a graduate student, an instructor, a researcher, a policymaker, an advocate, activist, and/or a student affairs professional -- we will explore a variety of perspectives through commentaries, empirical studies, examples of practice, and presentations by guest speakers that pertain to higher education curriculum, instruction, academic programs, student learning, and curricular change. This requires that we understand the role of administration in the academic affairs function and of faculty in planning and teaching courses. Importantly, we situate these understandings by examining the complex set of past and present factors that shape postsecondary curriculum, teaching, and learning and higher education institutions in the U.S.

During the term we will consider key questions facing higher education institutions and educators in the United States, focusing primarily on undergraduate education. Our reading and class discussions will promote critical reflection on current practices and how these are influenced by social, cultural, economic, political and other influences that affect what is taught, how it is taught, and how it is experienced. As we read and talk with one another, we will be challenged to imagine how to transform oppressive structures and habituated actions.

A range of “study pathways” are available so you can pursue topics of particular interest to you through active engagement with undergraduate students, faculty, and administrators and/or through deep engagement with theory and research on a specific topic of your choosing.

***Course Objectives:***

The primary goal of this course is to enhance your understanding of the academic affairs function in U.S. colleges and universities, with a primary focus on teaching and learning in undergraduate degree programs. This course will also help you:

- identify and understand the array of ideologies, values, and educational philosophies that have shaped American postsecondary education in the past and present;
- recognize and analyze how various influences -- external and internal -- to higher education institutions affect teaching and learning in higher education institutions;
- understand the evolution of the undergraduate curriculum (e.g., general education, academic majors);
- understand the various and evolving roles and responsibilities of faculty and administrators in developing and overseeing academic programs in different types of higher education institutions;
- examine how cultural contexts shape learning;
- explore emerging models of pedagogy and instruction grounded in decolonizing and anti-racist perspectives;
- appreciate the scope, processes, and complexity of decision-making about postsecondary curricula.

**REQUIRED READINGS:**

All readings for this course will be on the Canvas course site or Internet websites.

**EXPECTATIONS AND REQUIREMENTS:**

***Class Participation:*** This is a discussion-based course. Our class and small group discussions are an opportunity to raise questions, clarify understandings, constructively challenge ideas and perspectives, consider how ideas can be translated into practice in different higher education settings, and learn about others’ perspectives. Effective discussions are marked by attentive listening to and thoughtful consideration of ideas that are circulating – and a willingness to think out loud with one another. Learning is facilitated when we are open to others’ viewpoints and willing to reconsider our own beliefs and ideas.

Thoughtful reading and note-taking also support deep learning. As you read, take notes on key points, pose questions, and connect ideas so you can actively participate in class. Your comments, whether fully developed or still under construction, are welcome as we work together to understand the strengths and limitations of specific ideas and their utility for guiding higher education practice and scholarship.

Please review the schedule of readings in advance so that you will have time to fully prepare for each class meeting. The quality of our discussions relies on your ability to talk and think about the ideas we encounter.

Class participation will contribute 15% of your final grade. A rubric explaining the grading criteria is posted on Canvas (Rubric Folder: Class Participation Rubric).

**Written Assignments:** All but one of the written assignments in the course are determined by the “Study Pathway” you choose. Each assignment is described below. All students do Assignment 1. Subsequent assignments are organized by Study Pathway.

**Assignment 1: Purposes of Higher Education (Due Friday, February 11)**

The readings and discussions in the first few weeks of this course introduce and critique different perspectives regarding the purposes of higher education, the assumptions that underlie various purposes, and the content and pedagogy viewed as suitable for achieving those purposes. **Your first assignment is to write a paper that presents, explains, and defends your personal view of the purpose(s) of higher education.** How do your ideas reflect, challenge, or extend the ideas about the purposes of higher education – and how they should be achieved – that we have read to date? As you write, consider what your personal commitments to this view of educational purposes suggest about the types of educational settings that you might choose -- whether you plan to be a faculty member, researcher, administrator, or professional working in a government, policy, or advocacy organization?

Your paper should reflect your understandings of the course readings assigned up to and including the readings assigned for February 6. It may not exceed 6 pages in length (excluding title page and references). **Please review the Assessment Rubric for Assignment 1 -- before you begin writing -- to understand our expectations for this assignment. Assignment 1 will contribute 15% to your course grade.**

**Assignments 2 - 5/7. The remaining course assignment are based on your choice of a Study Pathway and each assignment contributes to your culminating assignment for the course.**

The three Study Pathway options are described below. For each Study Pathway, the combined assignments account for 65% of your final grade. Two of the Study Pathways can be pursued in a teams of two. Your choice of a Study Pathway will be made no later than Wednesday, February 2.

Regardless of which Study Pathway you choose, you will either share out your work-in-progress on Wednesday, March 30 or opt for a reflection (written, audio, or some other format; please talk with the instructional team for guidance on non-written formats) on other work-in-progress that is presented on March 30. This presentation or reflection contributes 5% to your final grade.

Pathway descriptions follow.

## **Study Pathways:**

- A) The Future of Undergraduate Education Consultation** (Individual or Team Pathway)
- B) Research Review: Your Choice of Academic Affairs Topic** (Individual Pathway only)
- C) Practice Study and Report** (Individual or Team Pathway)

### **Study Pathway A: The Future of Undergraduate Education Consultation**

This Study Pathway is linked to a course offered by Professor Barry Fishman (School of Information and Education) called Designing the Future of Undergraduate Education. In winter term 2022, the course will focus on Learning, Equity, And Problem Solving for the Public Good. If you choose this Study Pathway, you will work with a group of students (mostly undergraduates) who are contributing to the design of a new undergraduate bachelor's degree program at U-M. This new bachelor's degree program will include a summer orientation session and a first term in residence on the campus of the former Marygrove College in Northwest Detroit. The initial plan for this new degree program will require the U-M undergraduates who opt for the degree program to engage in learning opportunities and partnership-based research with and around the Marygrove community, Detroit, and the region. For more information on Dr. Fishman's course, see the Appendix to this syllabus.

For our Academic Affairs course, your assignments will be related to your role as a higher education consultant to a group of students in Dr. Fishman's course. You will work with this group during the semester to facilitate and support their work by, for example, identifying relevant resources or helping them work through resources that they find and assisting them in the planning and development of their course deliverable. In addition to documenting your work with this group through a series of "reflective memos," you will also describe and analyze *your* learning experience as well as that of your student group using relevant educational research and theory from this course and from other professional or educational experiences you have had.

Study Pathway A requires flexibility as the various foci of Dr. Fishman's Designing the Future of Undergraduate Education become clear over the first few weeks of winter term. Liz and I will work with you to develop a schedule for your assignments for this course as the contours of your consulting role come into focus. We will also support you in your consultant role throughout the term.

#### **Assignment 2: Description of Initial Consultancy Plan (Due Sunday, February 6)**

In this two-page description you will briefly describe the topical focus of the student group that you will work with during the term. Please include your initial plan for working with this group (e.g., meetings, providing materials) and the interim memos that you will provide to us and that contribute to your final report on this consultancy. **This assignment is not graded; we will provide feedback on your ideas and suggest how we can support your work.**

#### **Assignment 3: Initial Resource List (Due Friday, March 11)**

To assist your student group, you will develop a list of at least 8 references (e.g., research articles, treatments of relevant theory, practitioner resources) to inform their

work. In this initial resource list, you will summarize each resource for your student group indicating why they are relevant to their work and how they could be utilized. **This assignment is worth 10% of your course grade.**

**Assignments 4 - 6: Reflective Memos (due dates to be arranged with your instructors)**

An important component of this Study Pathways is your documentation of your student group's learning and progress in a series of reflective and analytic memos. These memos should include specific information on the questions and problems that the group is encountering and specific details to demonstrate how you are supporting their learning process. The thinking you do in your memos will contribute to your description and analysis of your group's learning experience, and your own learning, in your final report. **Each of the three memos will contribute 5% toward your course grade.**

**Assignment 7: Final Report on your group's learning experiences (Due Friday, April 15)**

Using what you have learned throughout the term, some of which will be documented in your reflective memos, you will write a final report that provides a 1) chronology and careful description and analysis of your group's learning experiences and 2) your own learning experience as their consultant. For this paper, please bring in key ideas and readings to support your analysis, using resources from this course and others. **Your final paper contributes 40% of your final grade.**

**Study Pathway B: Critical Review of Research on an academic affairs topic**

Study Pathway B offers students with deep interests in theory and research related to a particular academic affairs topic to focus their attention on this topic throughout the course. Your paper will be completed in phases so you can get feedback on your work along the way. You will first develop an annotated bibliography of sources, then develop and share an annotated outline with your instructors, and then write a final paper. Your goal in this paper is not only to present the work of others, but to critically analyze what you find using resources from this course and your own life experiences. Your paper should identify, examine, and evaluate the assumptions and implicit understandings that scholars have brought to your topic as you synthesize and evaluate the literature, and identify directions for future research.

**Assignment 2: Proposal for Course Paper (Due Sunday, February 6)**

Your proposal for your paper should focus on a specific academic practice or problem in higher education. In this two-page proposal you will briefly describe the topic that you wish to study and why an examination and critical analysis of this topic is important for higher education educators, scholars, or policy makers. You must also provide an initial reading list of least five sources directly related to topic that you have chosen. You will add to this list of references as you develop your paper.

In choosing a topic for this course, focus on a specific concern or issue related to the teaching/learning nexus in higher education. You do not have to use everything you learn as you review your sources; you will gain most if you explore particular connections in depth and detail. Examples of potential topics include: the impact of

contingent faculty on student learning; students' experiences of instruction in online learning; faculty members' adoption of critical pedagogy or inclusive teaching practices. We will be happy to talk with you about options. **This assignment is not graded; we will provide feedback on the scope of your topic and your chosen sources.**

**Assignment 3: Annotated Bibliography for Course Paper (Due Friday, March 11)**

To help you prepare your course paper, you have an interim assignment. By March 11, you must develop an annotated bibliography consisting of no fewer than **10** key resources that will inform your paper. You will add to this list of references as you develop and complete your course paper. Your annotations should briefly but carefully describe each article and why you selected it – what will this article or chapter contribute to your learning and your paper? Ultimately, you will save time if you engage in careful reading and note-taking as you prepare your annotated bibliography. A specific summary of the research you read and the key ideas you identify in each source will facilitate your understanding of how these individual articles and chapters contribute to your final paper. **This assignment contributes 10% of your course grade.**

**Assignment 4: Annotated Outline of your paper (Due Friday, March 25)**

We will provide a resource that will guide you through the development of your outline. Please set up an appointment to discuss your outline if that would be helpful to you. **This annotated outline is worth 15% of your course grade.**

**Assignment 5: Final Course Paper (Due Friday, April 15)**

Review the description of this paper in the section that introduces the Course Paper. Remember, your final paper is not a literature review; rather it explores the implicit and explicit ideas about curriculum, teaching, and/or learning in a set of readings on a type of instruction or learning theory. Thus, your paper should reflect not only your understanding of the articles you have identified, but also your knowledge and understanding of the ideas, theories, concepts, and research literature we have read, discussed, and analyzed throughout the course. **Your final paper will contribute 40% of your course grade.**

**Study Pathway C: Academic Practice, Policy, Praxis**

Students in this Pathway choose to focus on how a specific *academic* practice or policy is implemented, and possibly evaluated, in one or more colleges or universities. You can collect information on this policy or practice through interviews with practitioners, observations of practice, analysis of policy documents, and other sources of "data." This Study Pathway also requires that you identify scholarly treatments of the practice or policy (e.g., research studies or theoretical treatments) and bring these into conversation with what you learn about your chosen practice or policy through your information gathering. Liz and Lisa will be happy to talk with you about options.

**Assignment 2: Proposal (Due Sunday, February 6)**

In this two-page proposal you will briefly describe this practice or policy and why it is important for you to understand. How will taking a deep dive into this practice or policy

help you achieve personal and/or professional goals? You must also provide an initial reading list of least five sources directly related to the practice or policy that you have chosen. You will add to this list of references during the course of the term. **Your proposal will not be graded. Instead, we will provide feedback on your topic and sources.**

### **Assignment 3: Initial Bibliography and Resources (Due Friday, March 11)**

By March 11, submit an annotated bibliography consisting of no fewer than 8 key resources that will inform your paper. You will likely add to this list of references as you develop and complete your final report. Your annotations should briefly but carefully describe each article and why you selected it – what will this article or chapter contribute to your learning about this practice or policy and your report? Greater specificity will help you capture key ideas in your sources that will contribute to your learning and your final report. **This assignment is worth 10% of your course grade.**

### **Assignments 4-6: Reflective Memos (To be arranged with instructors)**

An important component of this Study Pathways is your documentation of how you gathered your data and your ongoing reflections on what you are learning from the information you collect in a series of reflective and analytic memos. These memos should include specific information about the process of the policy/practice implementation, the questions that arise for you during this process, and meaning you are making of what you are learning. **Each memo is worth 5% of your course grade.**

### **Assignment 7: Final Report (Due Friday, April 15)**

Please refer to your prior memos to provide some of the chronology of your experience as well as your analysis of the information you gathered and your own experiences in collecting and making sense of this data. Your final report should reference scholarly treatments of the practice or policy, including how the implementation of the policy or practice aligned with, expanded, or challenged the literature that you found. Please also include a set of recommendations for research, practice, or policy based on your findings. Your final paper may be no longer than 20 pages in length, excluding the title page, references, and any figures or appendices. **This final paper will contribute 40% of your final grade.**

## **PAPER REQUIREMENTS**

All written assignments will follow APA Style (7<sup>th</sup> edition), and be double-spaced, 12-point Times Roman, with one-inch margins. Please consult the Assessment Rubrics on Canvas for guidance as you write.

## **DUE DATES:**

**All assignments for the course are due on the dates posted in this syllabus.** If you have a pressing commitment or circumstance, we will negotiate an alternative date *in advance* of the due date for a specific assignment. As we strive to be flexible, we also seek to support your learning by establishing due dates that will allow you to finish the course on time. If you consistently miss due dates, we will request a conversation to understand the difficulty you are experiencing and find ways to support your completion of the assignments. A request for an

Incomplete grade for the course may be granted after a discussion with your instructors. Such requests must be made by April 11.

<b><u>Requirements</u></b>	<b><u>Due Dates</u></b>	<b><u>% of Grade</u></b>
Participation	ongoing	15%
Identification of Study Pathway	Wed., Feb. 2	credit
Assignment 1: Purpose of Higher Education (All students)	Friday, Feb. 11	15%
<i>Pathway Assignments:</i>		
Assignment 2:		
Pathway A: Initial Plan for Consultancy	Sunday, Feb. 6	6 credit
Pathway B&C: Proposal	Sunday, Feb. 6	6 credit
Assignment 3: Annotated Reference list (All Pathways)	Friday, March 11	10%
Assignment 4:		
Pathways A&C: Reflective Memo 1	To be arranged	5%
Pathway B: Annotated Outline	Fri., March 25	15%
Assignment 5: Pathways A&C - Reflective Memo 2	To be arranged	5%
Assignment 6: Pathways A&C - Reflective Memo 3	To be arranged	5%
Assignment: Work-in-Progress		
Option 1: Share Out Your Work in Progress	Wed., March 30	5%
Option 2: Reflection on Works-in-Progress	Wed., April 6	5%
Assignment: Final Paper or Report		
Pathways A&C - Assignment 7	Friday, April 15	40%
Pathway B - Assignment 5	Friday, April 15	40%

**EVALUATION CRITERIA:**

In general, written assignments will be evaluated using the following criteria:

- demonstration of complex understanding of subject in analysis, argumentation, and elaboration of important ideas;
- knowledgeable and effective use of relevant literature to support claims;
- organization (logical progression of ideas and arguments);
- clear and engaging writing;
- balanced and critical discussion of ideas or arguments; and
- compelling conclusions supported by persuasive evidence or rationales.

An assessment rubric that explains the evaluation criteria for each assignment will be posted on the Canvas course website in advance of the assignment due date.

**Grading Scale:** The scale used for determining final course grades will be:

A	3.7 - 4.0	C+	2.2 - 2.49
A-	3.4 - 3.69	C	2.0 - 2.19
B+	3.1 - 3.39	D	1.1 - 1.99
B	2.8 - 3.09	F	0 - 1.0

B-	2.5 - 2.79		
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**REWRITE POLICY:**

Students who receive grades of less than a B on the Assignment 1 (Purposes of Higher Education) have the option to rewrite this paper. (Credit lost due to lateness cannot be regained through rewriting.) There is no grade cap for a voluntary rewrite; however, a *rewrite does not guarantee an increase in your grade*. To improve your grade, your rewritten assignment should address the feedback provided on the original paper. Rewriting typically also requires attention to the conceptualization, content, and organization of a paper. It may also require attention to synthesis, evaluation, and/or analysis.

**Rewrites will be accepted until Sunday, March 13. Please inform your instructors if plan to do a rewrite.** We strongly recommend that you set up an appointment with one of us to discuss the feedback you received and provide guidance before you begin your rewrite.

**ATTENDANCE:**

Engagement in class activities and discussions is a fundamental component of this course and critical to your learning. For that reason, class attendance is expected. Of course, some circumstances may prevent you from attending a class session (e.g., religious observances, illness, family emergencies). If at all possible, please let us know in advance that you will be absent from a class session so we can plan class activities accordingly. The uncertainty of the Covid pandemic may require that one or more class sessions are held virtually. If this occurs, we will use the chat as well as group discussions to track participation.

If you become ill or must quarantine for a period of time, please email Lisa so we can find ways to support you as you attend virtually or miss class sessions.

A single absence during the term will not be a cause for concern; two absences (unless due to religious observance or illness) may affect your participation grade. Absence from three or more class sessions is strongly discouraged; Lisa will contact you for a meeting if this occurs.

**ACADEMIC INTEGRITY:**

All SOE graduate students are expected to understand and observe the Rackham Policy on Academic Integrity (<https://rackham.umich.edu/academic-policies/section8/>). The Rackham policy defines serious violations of academic integrity. These include, but are not limited to, falsifying or fabricating information, plagiarizing the work of others, facilitating or failing to report acts of academic dishonesty by others, submitting work done by another as your own, and submitting work done for another purpose to fulfill the requirements of a course. If you are unsure what constitutes a violation of academic integrity, please come talk with one of your instructors.

**ACCOMMODATIONS FOR STUDENTS WITH DOCUMENTED NEEDS:**

If you need an accommodation for a documented need, please let me know at your earliest convenience. Some aspects of this course, the assignments, the in-class activities, and the way I teach may be modified to facilitate your participation and progress. As soon as you make me aware of your needs, we can work with the office of Services for Students with Disabilities to help us determine appropriate accommodations. I will treat any information you provide as

private and confidential. For more information about services for students with disabilities, please visit this website: <https://ssd.umich.edu/>.

**RELIGIOUS OBSERVATIONS:**

This class observes University defined holidays (such as Martin Luther King Day, Winter Break). However, other days may be of more significance to you than a University-designated holiday. If that is the case, please let your instructors know if a class meeting or due date for a class assignment conflicts with your observance of a holiday that is important to you. We will work with you to accommodate your needs.

**TOPICS AND READING ASSIGNMENTS BY CLASS SESSION**

**CLASS 1 January 5 Introduction to Academic Affairs in Higher Education**

- Introductions
- Opening Discussion: What's learning?
- Syllabus -- What do we learn in a course on Academic Affairs? Course Concept Map
- Visit by Professor Barry Fishman: "The Future of Undergrad Education" Study Pathway

**Class 2 January 12 Sociocultural Influences on Teaching & Learning in Higher Education**

**On Canvas:**

Dee, J. (2016). Universities, teaching, and learning. In L. Leisyte and U. Wilkesmann (Eds.), *Organizing academic work: teaching, learning, and identities* (pp. 13-32). London: Routledge.

Tuchman, G. (2011). The unintended decentering of teaching and learning. *Society, 48*, 216–219, DOI 10.1007/s12115-011-9420-0

Lattuca, L. R., & Brown, M. G. (2022, forthcoming). Curriculum making in higher education: A basis for teaching and learning. In M. N. Bastedo, P.J. Gumpert, & P. G. Altbach (Eds.). *American Higher Education in the 21<sup>st</sup> Century* (5<sup>th</sup> edition). Baltimore: Johns Hopkins University Press.

Patton, L. D. (2016). Disrupting postsecondary prose: toward a critical race theory of higher education. *Urban Education, 51*(3), 315-342.

Penrose, A. M., & Geisler, C. (1994). Reading and writing without authority. *College Composition and Communication, 45*(4), 505-520.

**CLASS 3 January 19 Purposes of Higher Education**

**On Canvas:**

Banks, J. A. (2008). Diversity, group identity, and citizenship education in a global age. *Educational Researcher*, 37(3), 129-139.

Du Bois, W.E.B. Chapter 8: On education. In P. Zuckerman (2004). *The Social Theory of W.E.B. Du Bois*. Thousand Oaks, CA: Sage.

**NOTE:** You are welcome to read the entire chapter, but please focus in particular on section 1, The Talented Tenth (pp. 1984-1996) and Section 4, The Negro College (pp. 199-204)

Giroux, H. (1992). Decentering the canon: Refiguring disciplinary and pedagogical boundaries. In *Border crossings: Cultural workers and the politics of education* (pp. 89-110). New York: Routledge.

The Harvard Committee on the Objectives of a General Education in a Free Society. (1945). Theory of general education. In *General education in a free society: Report of the Harvard Committee* (pp. 42-78). Cambridge, MA: Harvard University Press.

NOTE: The entire book is on Canvas; you are only reading the section entitled “Theory of general education”

Wendling, L. A. (2018). Higher Education as a Means of Communal Uplift: The Educational Philosophy of W.E.B. Du Bois. *The Journal of Negro Education*, 87(3), pp. 285-293.

#### **Class 4 January 26 Contemporary Curricular Trends**

##### **On Canvas:**

Brint, S.B. Proctor, K., Murphy, S. P., Turk-Bicakci, L, & Hanneman, R. A. (2009). General education models: Continuity and change in the U.S. undergraduate curriculum, 1975–2000. *The Journal of Higher Education*, 80(6), 605-652.

Brint, S. (2002). The rise of the “practical arts.” In S. Brint (Ed.), *The Future Of The City Of Intellect* (pp. 231-259). Stanford, CA: Stanford University Press

Humphreys, D. (2016) Progress and prospects for the reform of undergraduate education: Results from the latest survey of AAC&U members. *Liberal Education*, 102(3), 28-35.

Laird, T. F N., Niskodé-Dossett, A. S., & Kuh, G. D. (2009). What general education courses contribute to essential learning outcomes. *JGE: The Journal of General Education*, 58(2), 65-84.

##### **Recommended not required:**

Brint, S. B, Riddle, M, Turk-Bicakci L., & Levy, C. S. (2005) From the liberal to the practical arts in American colleges and universities: organizational analysis and curricular change. *The Journal of Higher Education* 76(2), 151-180

Burke, T. (2021, July 9). An unconvincing argument for the liberal arts. *Chronicle of Higher*

Education. [https://www.chronicle.com/article/an-unconvincing-argument-for-the-liberal-arts?cid2=gen\\_login\\_refresh&cid=gen\\_sign\\_in](https://www.chronicle.com/article/an-unconvincing-argument-for-the-liberal-arts?cid2=gen_login_refresh&cid=gen_sign_in)

<b>CLASS 5</b>	<b>February 2</b>	<b>Disciplining Knowledge</b>
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**On Canvas:**

Abbott, A. (2002). The disciplines and the future. In S. Brint (Ed.), *The Future of The City of Intellect: The Changing American University* (pp. 205-230). Stanford, CA: Stanford University Press.

Abbott, A. (2001). The context of disciplines. In *Chaos of the Disciplines*, (pp. 121-153). Chicago: University of Chicago Press.

Go, J. (2020). Race, empire, and epistemic exclusion: On the structure of sociological thought. *Sociological Theory* 38(2), 789-100.

Neumann, R. (2009). Disciplinarity. In M. Tight, K. H. Mok, J. Huisman, & C. C. Morpew (eds.). *The Routledge Handbook of Higher Education*, (pp. 487-500). New York: Routledge.

Prescod-Weinstein, C. (2020). Making Black women scientists under white empiricism: The racialization of epistemology in physics. *Journal of Women in Culture and Society*, 4 (2), 421-447.

<b>CLASS 6</b>	<b>February 9</b>	<b>Learning-in-Sociopolitical Context</b>
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**On Canvas:**

Cech, E., Metz, A., Smith, J.L. & DeVries, K. (2017). Epistemological dominance and social inequality: Experiences of native American science, engineering, and health students. *Science, Technology, & Human Values*, 42(5) ,743-774.

National Academies of Sciences, Engineering, and Medicine (2018). Context and culture. *How People Learn II: Learners, Contexts, and Cultures* (pp. 21-333). Washington, DC: The National Academies Press. <https://doi.org/10.17226/24783>.

Nasir, N. S., Snyder, C. R., Shan, N., & Ross, K. M. (2012). Racial storylines and implications for learning. *Human Development* 55, 285–301, DOI: 10.1159/000345318

**Recommended:**

Warren, B., Vossoughi, S., Rosebery, A. S., Bang, M, & Taylor, E. V. (2020). Multiple ways of knowing: re-imagining disciplinary learning. In N.S. Nasir, C. D. Lee, R. Pea, & M McKinney de Royston (Eds.) *Handbook of Cultural Foundations of Learning* (pp. 277-293). New York: Routledge.

Lee, C.D. (2016). Examining conceptions of how people learn over the decades through AERA presidential addresses: Diversity and equity as persistent conundrums. *Educational Researcher*, 45(2), 73–82 DOI: 10.3102/0013189X16639045

**CLASS 7 February 16 Faculty Working Conditions: Tenure and Non-Tenure Track**

**On Canvas:**

Association of American Universities (n.d.) Aligning Practice to policies changing the culture to recognize and reward teaching at research universities.

Association of American Colleges & Universities (2021, June 8). Press release: Ten institutions selected to participate in AAC&U institute on reframing institutional transformation to include non-tenure-track STEM faculty.

Frontczak, D. (2021). The labor of the mind: The future of academia in the gig economy. *Liberal Education*, 107 (4).

Maxey, D. & Kezar, A. (2016). The current context for faculty work in higher education. In A. Kezar and D. Maxey (Eds.), *Envisioning the Faculty for the Twenty-First Century: Moving to a mission-oriented and learner-centered model* (pp. 1-22). New Brunswick, NJ: Rutgers University.

Rhoades, G. (2020). Taking college teachers' working conditions seriously: Adjunct faculty and negotiating a labor-based conception of quality. *The Journal of Higher Education*, 91 (3), 327-352.

**CLASS 8 February 23 Roles and Responsibilities of Faculty and Administrators**

**On Canvas:**

1940 Statement of Principles on Academic Freedom and Tenure with 1970 Interpretative Comments

Birnbaum, R. (2004). The end of shared governance: Looking ahead or looking behind (pp. 5-9 only). *Restructuring Shared Governance in Higher Education, New Direction for Higher Education*, no. 127. read page 5-9 ONLY.

Gerber, L. (2014). Faculty professionalization and the rise of shared governance. *The Rise and Decline of Faculty Governance: Professionalization and the Modern American University* (pp. 1-11). Baltimore: Johns Hopkins University Press.

Flaherty (2021) May 14 IUPUI creates a path to promotion and tenure based on DEI work.pdf

O'Meara, K. (2021). Leveraging, checking and structuring faculty discretion to advance full participation. *The Review of Higher Education*, 44(4), 555-585.

Tiede, H. J. (2021) The 2021 AAUP shared governance survey: Findings on faculty roles by decision-making areas. *AAUP Bulletin*, 107, 82-96.

Zahneis, M. (2021, July 29). Faculty power has risen at department level, fallen at campus level, AAUP finds. *Chronicle of Higher Education*.

**March 2 -- NO CLASS DUE TO WINTER BREAK**

**CLASS 9 March 9 Pedagogical Implications of Learning-in-Sociopolitical-Context**

**On Canvas:**

Kishimoto, K. (2018). Anti-racist pedagogy: From faculty's self-reflection to organizing within and beyond the classroom. *Race Ethnicity, and Education*, 21(4), 540-554.

Maglalang, D. D., & Rao, S. (2021). "Theory's cool, but theory with no practice ain't shit...": Critical theories and frameworks to dismantle racism in social work education and practice. *Advances in Social Work*, 21(2/3), 672-689.

San Pedro, T., Murray, K., Gonzales-Miller, S.C., Reed, W., Bah, B., Gerrard, C., & Whalen, A. (2020). Learning-in-Relation: Implementing and analyzing assets based pedagogies in a higher education classroom. *Equity & Excellence in Education*, 53(1-2), 177-195.

*Recommended not required:*

Darder, A. (2012). Chapter 1: The problem with traditional American pedagogy and practice. *Culture and Power in the Classroom* (pp. 1-23). Paradigm Publishers.

Django, P. (2012). Culturally sustaining pedagogy: A needed change in stance, terminology, and practice. *Educational Researcher*, 41(3), 93-97.

Ladson-Billings, G. (1995). Toward a theory of culturally relevant pedagogy. *American Educational Research Journal*, 32(3), 465-491.

**CLASS 10 March 16 Aligning Instruction and Assessment**

**On Canvas:**

Freeman, S. Eddy, S. L., McDonough, M., Smith, M.K., Okoroafor, N., Jordt, H., & Wenderoth, M. P. (2014). Active learning increases student performances in science, engineering, and mathematics. *Proceedings of the National Academy of Sciences*, 111(23), 8410–8415, doi: 10.1073/pnas.1319030111

Stains, M., Harshman, J., Barker, M. K., Chasteen, S. V., Cole, R., DeChenne-Peters, S. E., Eagan, Jr., M. K., Esson, J. M., Knight, J. K., Laski, F. A. et al. (2018). Anatomy of STEM teaching in north American universities. *Science*, 359(6383), 1468-1470.

Decoding the Disciplines:

- Middendorf, J & Pace, D. (2004). Decoding the disciplines: A model for helping students learn disciplinary ways of thinking. In D. Pace & J. Middendorf (Eds.), *Decoding the Disciplines: Helping Students Learn Disciplinary Ways of Thinking* (pp. 1-12). New Directions for Teaching and Learning, Vol. 98. San Francisco: Jossey-Bass.
- Pace, D. (2004). Decoding the reading of history: An example of the process. In D. Pace & J. Middendorf (Eds.), *Decoding the Disciplines: Helping Students Learn Disciplinary Ways of Thinking* (pp. 13-21). New Directions for Teaching and Learning, Vol. 98. San Francisco: Jossey-Bass.

SCALE-UP:

- Beichner, R. J. Saul, J. M., Abbott, D. S., Morse, J. J., Deardorff, D.L., Allain, R. J., Bonham, S. W., Dancy, M. H., & Risley, J. S. (2009). The Student-Centered Activities for Large Enrollment Undergraduate Programs (SCALE-UP) Project. from [http://www.compadre.org/PER/per\\_reviews/media/volume1/SCALE-UP-2007.pdf](http://www.compadre.org/PER/per_reviews/media/volume1/SCALE-UP-2007.pdf)
- Beichner, R. J. (2008). The SCALE-UP Project: A Student-Centered, Active Learning Environment for Undergraduate Programs. Invited white paper for the National Academy of Sciences.

Burnett, M. N. & Williams, J. W. (2009). Institutional uses of rubrics and e-portfolios: Spelman College and Rose-Hulman Institute. *Peer Review*, pp. 24-27.

**Class 11 March 23 Academic Program Planning**

On Canvas:

Dee, J. R. & Heinemann, W. A. (2016). Understanding the organizational context of academic program development. In S. Freeman, C. R. Chambers, & B. R. King (Eds.), *The Important Role of Institutional Data in the Development of Academic Programming in Higher Education*, *New Directions for Institutional Research*, no. 168 (pp. 9 – 35). DOI: 10.1002/ir.20158

Jankowski, N. A., Timmer, J. D., Kinzie, J., & Kuh, G. D. (2018, January). Assessment that matters: Trending toward practices that document authentic student learning. Urbana, IL: University of Illinois and Indiana University, National Institute for Learning Outcomes Assessment (NILOA).

Miller, R.A. & Holliday-Millard, P. (2021): Debating diversity and social justice curricular requirements: How organizational culture at a liberal arts college informed the change process. *The Journal of Higher Education*, DOI: 10.1080/00221546.2021.1912553

Selingo, J.J. (2016, April 13) Rebuilding the bachelor's degree. *Chronicle of Higher Education*. <https://www.chronicle.com/article/rebuilding-the-bachelors-degree/>

**Class 12 March 30 Sharing Work-in-Progress**

We have reserved this class session for sharing Pathways works-in-progress with your peers and instructors. The format for the day will depend on how many Pathway projects are in progress (this depends on the number of individual and team projects).

Students will also have the option of presenting their work or substituting a written reflection on what they learned from one or more of the presentations given that that.

**Class 13 April 6 Instructional Development**

**On Canvas:**

Association of American Colleges and Universities (2017). Faculty development for student success at Bronx Community College. Retrieved December 30 from <https://www.aacu.org/campus-model/faculty-development-student-success-bronx-community-college>

Connolly, M. R., Lee, Y-G, & Savoy, J. N. (2018). The effects of doctoral teaching development on early-career STEM scholars' teaching self-efficacy. *CBE-Life Sciences Education* 17: ar14, 1-15

Coppola, B. P. (2016). Broad and capacious: A new norm for instructional development in a research setting. *Change: The Magazine of Higher Learning*, 48(2), 34-43, DOI: 10.1080/00091383.2016.1163206

Han, H.S. Vomvoridi-Ivanović, E., Jacobs, J., Karanxha, Z., Lypka, A. Topdemir, C., & Feldman, A. (2014) Culturally responsive pedagogy in higher education: A collaborative self-Study. *Studying Teacher Education*, 10(3), 290-312, DOI: 10.1080/17425964.2014.958072

Maxwell, K. & Gurin, P. (2017). Using dialogue to create inclusive classrooms: A case study from a faculty institute. *Liberal Education*, 103(3/4), 10-15.

**CLASS 13 April 13 Change and Transformation**

*THIS SESSION IS UNDER CONSTRUCTION*



**APPENDIX: LEAPS DESIGN SEMINAR INFORMATION for STUDY PATHWAY A**