

EDUC 561: Introduction to Higher Education

Tuesdays, 4:00 pm – 7:00 pm, SEB 1315

Fall 2022

(Meeting dates: 8/29/2022 – 12/9/2022)

Instructor:

Dr. Jeremy Wright-Kim

Assistant Professor

Pronouns: *he/him*

E-mail: jwrightk@umich.edu

Phone: 419-438-1663

Office hours: [By appointment](#)

Office: SEB 2018 (CSHPE lower mezzanine)

Graduate Student Instructor:

Kristen Cummings

Doctoral Candidate

Pronouns: *she/her*

E-mail: kristenz@umich.edu

Office hours: Thursdays, 10:30 am – 12:00 pm

Office: SEB 2014M (upper CSHPE mezzanine)

Land Acknowledgement¹

University of Michigan resides on the traditional territories of the Anishinaabe or People of the Three Fires, namely the Ojibwe, Odawa, and Bodewadmi Nations. In 1817, these nations forcibly ceded this land through the Treaty at the Foot of the Rapids some of which was designated for “a college at Detroit” at which Indigenous peoples were eligible to enroll. As we occupy this land, we recognize and affirm that Indigenous peoples who live here now and those who were forcibly removed from this space. We also acknowledge the historic and ongoing struggles for Indigenous sovereignty, the effects of colonial violence, and the erasure of Indigenous peoples.

Course Overview²

This course is designed to provide students who are new to the study of higher education an overview of the field, its challenges, and opportunities. For those persons who have worked in university settings, it is an opportunity to engage in an examination of structures and fields within higher education yet outside of the university. Our focus is primarily the higher education system in the United States; however, we welcome those in the class who come from outside the U.S. to share the variations from other systems as options for new ways of thinking about the work of the academy. While the course introduces some of the historical background of higher education, its ultimate aim is to be contemporary in coverage and future- focused. Because this is a survey of the field, no single topic can be covered with the depth that it deserves, but the course attempts to ensure students have a working knowledge of the structures, functions, major issues, and concerns within higher education, and opportunities to address these issues through readings, discussion, research, and projects.

The course is structured to present the world of higher education by posing overarching questions that allow us to explore enduring issues throughout its history: What is the purpose of higher education? Who is college for? How do people access and succeed in college? How do we structure the Academy to allow it to do its best work? What do we teach and how do we teach to achieve our missions? How do we ensure the ongoing quality of the Academy?

¹ Text for Land Acknowledgement borrowed from Winter 2022 syllabus by Dr. Rosie Perez.

² Course description text borrowed from Fall 2020 syllabus by Dr. Julio Cardona.

Using a popular higher education text, *American Higher Education in the Twenty-First Century* (Bastedo, Altbach, & Gumport, 2016), we frame the course with a brief historical overview of higher education in the United States, as it is important to understand the antecedents of our current system and to mark the evolution of our institutions overtime. How has higher education changed as it addresses the questions mentioned above? What phenomena in the society spur change and how does the system react, resist, or absorb these changes across various aspects of higher education (student populations, curriculum and pedagogy, faculty and staff, and interactions with community and the larger society)? When does higher education lead and when does it follow society?

The course spends some time looking at the impact of diversity on higher education, an important issue for all members of the higher education community and one that requires openness to a critical examination of our system as it responds to the complexity of contemporary society. Through a number of readings, activities, and class discussions, the course will consider the current status of race, gender, class, and other types of diversity at colleges and universities, and how these issues shape campus climate and learning. We will also explore to what extent the postsecondary system attenuates and/or perpetuates inequalities (broadly defined).

Additionally, understanding the U.S. higher education system requires understanding the various people who serve the system and how they have come to organize themselves to carry out the functions of our industry. Therefore, we spend some time reading about, discussing, and thinking about the roles of faculty, staff, and administrators within higher education. What are the roles and responsibilities assigned and how do people function in those roles? What is the nature of leadership within higher education? How do the various leadership roles ensure the accomplishment of institutional mission and ultimately the ends higher education purports to accomplish for our society?

We bring our course to an end by asking an important question: What is the future of higher education? We join in projecting our own assumptions on what may be in store for our field. While none of us will have an absolute answer to this question, we can leverage our current knowledge to consider issues that are currently being addressed, and we can anticipate issues and concerns that are already emerging within the field. It will be important to think about the future because those of you in the class who will be working in higher education will be operating in the forward movement of our profession, hopefully armed with a strong sense of the issues and even possible solutions that grow out of your time of study at the University of Michigan.

Required Texts

This course will pull from one primary textbook, which all students should procure.

Bastedo, M. N., Altbach, P. G., & Gumport, P. J. (2016). *American higher education in the twenty-first century: Social, Political, and Economic Challenges* (4th Edition). Johns Hopkins University Press

We will also read a number of chapters from the following text, which is downloadable by chapter when accessed through U-M libraries. Or, you may elect to purchase the text.

Brint, S. (2018). *Two cheers for higher education*. Princeton University Press.

This material will be supplemented by various journal articles, briefs, and popular media pieces. Some of these texts will be made available via Canvas, but texts with a star (*) next to them in our weekly schedule must be downloaded on your own via U-M library resources. We do this, because direct downloads are a way of ensuring authors and journals are given credit for their contribution to our class; downloads/readership are also metrics that may play into authors' tenure review and professional livelihoods.

In addition to the assigned readings, I encourage all of you to regularly engage with current trends and developments in higher education via these and other popular news outlets, which are available through the U-M Library website:

- The Chronicle of Higher Education
- Inside Higher Education
- Diversity in Higher Education

Course Learning Outcomes

At the end of this course, students will be able to:

- Provide a contextual history of major events impacting higher education in the United States
- Discuss in written and oral formats the basic structural components of higher education and how these components contribute to the myriad goals of postsecondary institutions and the actors that influence them
- Describe the various types of higher education institutions and their roles within the larger system
- Synthesize the major issues in higher education and the backgrounds and implications of those issues
- Access basic information about higher education institutions and systems
- Produce a piece of empirical analysis related to an identified issue or program in higher education

Assignments & Grading

The assignments for this course are intended to both help you synthesize the wide range of information you'll encounter regarding the postsecondary finance landscape, as well as give you the opportunity to explore an area of personal interest. Assignments are as follows:

- **Class Participation (30 points):** While there will be select instructor-led mini-lectures, this course is intended to be a discussion-based experience with substantial student engagement. To help foster that engagement, a portion of your grade will be based on two mechanisms for class participation:
 - o **"Minute" papers (10 points):** Select class sessions will begin with a prompt or guiding question, which you will respond to in a few minutes in class based on your synthesis and understanding of that week's readings. This exercise is intended to a) serve as a check that you're reading the material and b) be a tool you can reference and use as your contribution to the discussion topic(s) for that day. If you are absent during a class and miss a "minute" paper, arrangements will be made for you to recuperate those points (if you wish).
 - o **Student-led discussions (20 points):** One of the best ways to help ensure understanding of material is for you to help teach it yourself. As such, each student will be assigned a week during which they will facilitate a discussion of that session's materials (with a group). Use of PowerPoint or other visuals is encouraged; however,

students may use other presentation formats (e.g., small group work, debates) to engage the class and stimulate discussion. Leading the class discussion around the readings means being prepared to summarize the content of the material, clarify concepts, raise questions about the material and suggest how it helps us understand the content focus for that class session. It is important to look at what authors have said, but perhaps have not said in their material and to suggest other perspectives or points of view, where appropriate. Each student group will be expected to facilitate for approximately 45 minutes during their assigned week. We will assign groups/weeks during our first meeting.

To help ensure you're on the right track, each group is required to submit an outline/bullet point list of what they plan facilitate a week beforehand (i.e., the Tuesday prior to your presentation). One person from your group should submit this via the "Student-led Discussion" assignment link on Canvas. Please note, this outline doesn't need to be exhaustive, nor will you be getting substantial feedback on it. Rather, it's an accountability measure to both ensure you're making progress on the assignment, as well as offering a structured opportunity for us to help you think through your facilitation (if need be). Any final materials you wish to share with the class may also be uploaded to this assignment link.

- **Institutional Type Analysis (15 points):** Select an institutional type (e.g., community college, research institution, for-profit, tribal colleges). Based on an analysis of historical and current material related to the institutional type, develop and write a paper focused on a particular issue or concern related to this type of institution. The paper should be 5-7 content pages in length; must include at least 6 sources; and present a thesis or research question that can be addressed in the paper. The paper will use current American Psychological Association (APA) formatting. Students should include:
 - A discussion of why you selected this type of institution;
 - Historical information about the institution type;
 - A discussion that situates the institutional type within the framework of higher education (mission, structure, governance, funding);
 - Define one or two specific issues or concerns for you related to this type of institution.

- **Issue Paper (20 points):** The field of higher education is complex and dynamic, and while we often discuss the slow movement of higher education (decisions and outcomes), we understand that our field is constantly changing, and that change often brings controversy. Higher education practitioners should be aware of these complexities and changes and able to understand and discuss the implications of them for the various constituencies. In this course, a written assignment will take on a number of these important and sometimes controversial issues to examine them from various perspectives. Select a current issue impacting higher education (e.g., rising tuition costs, use of SAT/ACT scores in admissions, faculty tenure process). Based on an analysis of historical and current material related to the issue, develop and write a paper focused on the challenges and opportunities that impact possible solutions to the issue. The paper should be 8-10 content pages in length; it must include at least 10 sources; and present a thesis or research question that can be addressed in the paper. The paper will use the current American Psychological Association (APA) formatting. Students should include the following information:

- Discussion of why you selected this issue;
- Historical or background information about the issue;
- A discussion of multiple sides to the issue and the factors that could enter into decision-making processes to address the issue (challenges, possible solutions, short and long-term impact of solutions).

No later than Week 4, we ask that you submit a 1-paragraph overview of your proposed topic (via Canvas), including what the current issue is and why it's an important issue to explore. This will allow us to give you formative feedback and offer potential resources for your writing.

***ALTERNATIVE: You may be interested in engaging in this type of issues analysis using an alternative format (e.g., op-ed; podcast; strategic plan) rather than a standard paper. If so, please connect with me no later than 10/11 to discuss your suggested approach and receive approval.

- **Future of Higher Education Project (35 points):** This course is designed as an introduction to higher education. As such it seeks to have students think about the purposes, structures, and organization of institutions, as well as other stakeholders in the higher education space, but it also seeks to have students anticipate and plan for the future. Project Groups for this assignment will be organized during the second week of class. Groups will be asked to work together over the course of the semester to design an ideal aspect of a new institution (private or public), state higher education system, intermediary organization, etc. The goal is to use what you know about higher education to develop new models or to improve on our current models to address issues we've identified in class. For example, your group may be interested in addressing college access and affordability for undocumented students, and you'll outline what a more equitable, supportive admissions/financial aid process/office looks like for those students. Groups are encouraged to use their prior assignments as a foundation for this larger project. Each group will write a paper that identifies existing challenges or opportunities to improve higher education and how they may be addressed in the future. In this paper students should:
 - Identify existing challenge(s) that is/are substantiated with previous research/data;
 - Identify structures or characteristics that would be introduced or changed at your institution/system to address these, with accompanying rationale based in the literature;
 - Address how you expect these changes to address future higher education needs.

The paper should be 10-12 content pages in length; must include at least 15 sources; and use APA formatting as noted in the syllabus. The presentation of this project will involve both a visual presentation (e.g., PowerPoint presentation) accompanied by an oral presentation as scheduled in the Course Outline. Each group will be in charge of coordinating amongst themselves outside of class to complete the project; however, sections of class time will also be regularly allocated for you to connect and work with one another and/or get support from Kristen or Jeremy.

Assignments	Points	Due Dates
Class Participation (Minute-papers and student-led discussions)	30	Ongoing
Institutional Type Analysis	15	9/27
Issue Paper	20	10/25
Future of Higher Education Project	35	Presentations: 11/29 Papers: 12/9
100 Total		

Grading Scale		
A = 100 – 94	B = 86 – 84	C = 76 – 74
A- = 93 – 90	B- = 83 – 80	C- = 73 – 70
B+ = 89 – 87	C+ = 79 – 77	D = 69 – 60
<i>(anything below is an “F”)</i>		

Instructor Course Expectations & Policies

- **Class Participation:** This is a small group, seminar-based class. As such, most of our interactions will be based on group discussion. To effectively and adequately engage with the discussions and help to construct a constructive learning environment, you will need to have read the assigned materials thoroughly and “critically” before each class session; I encourage you to make notes of key concepts, various perspectives, and potential impacts of the finance-related choices as you read. Though active engagement with discussions is expected, there are also other structured opportunities for engagement reflected in the course assignment and evaluation structure.
- **Absences & Remote Attendance:** Class attendance is crucial. However, I recognize there may be multiple reasons for which you are unable to attend class. This is particularly salient as we continue to navigate best practices regarding COVID-19, quarantining, distancing, etc. If you are unable to make it to class, please e-mail me as soon as possible. If possible, and desired, we will try to accommodate remote attendance via ZOOM. Otherwise, please make the choices that are best for your health and well-being.
- **Familial Care:** I know some of you may have care-related obligations that influence your engagement with this class. I encourage you to make whatever choices are most supportive of your familial needs. If necessary, children are welcome to our class as our “co-learners,” and I’ll do my best to accommodate your engagement in class; please just let me know ahead of time. Additionally, I recognize that family obligations may mean you need to leave class to take a call, etc.; feel free to excuse yourself quietly from class to do so.
- **Course Communication:** Announcements relevant to the whole class will be posted to Canvas, so please check this regularly. Otherwise, the easiest way to communicate with me will be via e-mail. I will also use your official U-M e-mail addresses for individual

correspondence. If needed, you have my cell phone number. Please use this within reason; we will discuss communication standards on our first day of class.

- **Office Hours:** Office hours are by request using the Calendly link at the top of this syllabus and on Canvas. When scheduling, please indicate if you prefer an in-person, Zoom, or phone-based meeting.
- **Course Assignments, Due Dates, and Feedback:** Your final paper should follow standard APA 7 formatting (unless approved for an alternative submission). Please see descriptions above for any formatting requirements for other assignments. All assignments, regardless of format, must be submitted to Canvas by the outlined due date. I expect you to do your best to submit assignments by their due date, especially as they prime your participation in many class sessions. However, if unforeseen circumstances arise and you're unable to complete an assignment, please reach out as soon as possible and I'll work with you to accommodate as best as I can. I commit to providing timely feedback on each assignment within a week of on-time submission (via Canvas).

University Policies & Resources³

Academic Integrity:

Integrity in research and scholarship is a fundamental value of the University of Michigan. It is the responsibility of all students to conduct research and scholarly activities in an ethical manner at all times. An indispensable part of graduate education is for students to become knowledgeable about the responsible conduct of research and scholarship appropriate to their discipline or field of study. Students are responsible for understanding and observing the Rackham's Academic and Professional Integrity Policy. Students are also expected to understand and maintain standards of integrity and professional conduct endorsed by their program that are particular to their field of study and research. As educators, it would be hypocritical to embrace these expectations as learning outcomes for college students and be unwilling to learn about and actively practice them ourselves in graduate education and in professional settings. Students who allegedly engaged in academic and professional misconduct may be reported to the department and to the Rackham Graduate School. Information about the Academic and Professional Integrity Policy and responses to allegations of misconduct are located here: <https://rackham.umich.edu/academic-policies/section8/>

Accommodations

Students with Disabilities

If you are disabled and anticipate needing accommodations in this course, please contact me to set up a meeting within the first two weeks of the semester or as soon as you become aware of your need. Before meeting with me, please apply for and obtain recommendations for accommodations from Services for Students with Disabilities, located in G-664 Haven Hall. Their telephone number is (734-936-3947) and their email address is ssdoffice@umich.edu. Information on applying for accommodations can be found here: <https://ssd.umich.edu/>

Religious Accommodation

The University of Michigan is committed to making every reasonable effort to allow members of the University community to observe their religious holidays without academic penalty. Those who have

³ Text outlining institutional policies pulled from Winter 2022 syllabus by Dr. Rosie Perez w/ permission.

religious or cultural observations that conflict with class or with assignment due dates should inform me in writing. I encourage you to honor your religious and cultural holidays/practices and will work with you to provide reasonable accommodations.

Students Representing the University in an Official Capacity Off-Campus

There may be instances when students must miss class due to their commitment to officially represent the University. These students may be involved in the performing arts, scientific or artistic endeavors, intercollegiate athletics, or assistantship/internship responsibilities. If you know you will miss class to represent the University, please inform me in writing when you will be absent, preferably during the first two weeks of classes. Please know that you will need to make up any missed course related activities and are responsible for acquiring information discussed in class.

Harassment & Discrimination

The University of Michigan is committed to a policy of equal opportunity for all persons and does not discriminate on the basis of race, color, national origin, age, marital status, sex, sexual orientation, gender identity, gender expression, disability, religion, height, weight, or veteran status in employment, educational programs and activities, and admissions. If you have experienced harassment or discrimination, you can seek assistance from me, other faculty or staff members you trust, a Rackham Graduate School Resolution Officer at (734) 764-4400 or RackResolutionOfficer@umich.edu, a representative from the Office of Student Conflict Resolution at (734) 936-6308 or oscr@umich.edu if the harassment or bias-incident involves another student, or the Office of Institutional Equity at (734) 647-1388.

Mental Health & Well-Being

Graduate school is inherently stressful, and this stress is exacerbated by the COVID-19 pandemic, ongoing anti-Black racism and racialized violence, and other forms of marginalization and oppression that target those with minoritized identities. The University of Michigan is committed to advancing the mental health and wellbeing of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, contact Counseling and Psychological Services (CAPS) at (734) 764-8312 or <https://caps.umich.edu/> during and after hours, on weekends and holidays, or through its counselors physically located in schools on both North and Central Campus. You may also consult University Health Service (UHS) at (734) 764-8320 and <https://www.uhs.umich.edu/mentalhealthsvcs>, or for alcohol or drug concerns, see www.uhs.umich.edu/aodresources. For a listing of other stress and mental health resources available on and off campus, visit: <https://uhs.umich.edu/stressresources>.

Course Outline

	Topics	Readings Due	Assignments Due	In-Class Activity & Notes
Week 1 (8/30)	Course Introduction <ul style="list-style-type: none"> • Syllabus Review • Why study higher ed? 	N/A	N/A	Form groups for Student-led Discussions
Week 2 (9/6)	Roles & Goals of HE <ul style="list-style-type: none"> • Mission differentiation • Value of higher education 	Brint (2018; Ch. 8)* Cuellar et al. (2021)* Saichaie & Morphew (2014)* Postsecondary Value Commission (2021; Ch. 5 & 6) – just skim <i>Optional- Brint (2018; Ch. 2)</i>	N/A	Form groups for Future of Higher Education Project Forest Activity Undergraduate Mission Comparison
Week 3 (9/13)	History of HE <ul style="list-style-type: none"> • Historical exclusion • Sector development • Shifting priorities 	Geiger (2016; Ch. 1 in textbook) Beach & Grubb (2011; Ch. 1)* Lee & Ahtone (2020) Mustaffa (2017)* Nash (2019)	Student Discussion	Minute Paper Timeline Activity
Week 4 (9/20)	Structure of HE <ul style="list-style-type: none"> • Who controls/does what? 	Schmidlein & Berdahl (2011; In old edition of textbook uploaded to course readings folder)	Student Discussion Issue Paper Topic Submission	Postsecondary Landscape Analysis (re: Institutional Type)

	<ul style="list-style-type: none"> • Systematic stratification: The California example • MSIs 	<p>Marginson (2016; pp. 11-27, 40-48)* Eaton (2015)</p> <p>Espinosa et al. (2018)</p> <p>Deming et al. (2012)*</p>		
Week 5 (9/27)	<p>Internal & Other Players of HE</p> <ul style="list-style-type: none"> • Faculty roles • Proliferation of administration • Governance • Intermediary Orgs 	<p>Altbach (2016; Ch. 4 in textbook)</p> <p>Brint (2018; Ch. 7)*</p> <p>Orphan et al. (2021)*</p> <p>Rall et al. (2019)</p> <p><i>Optional- Eckel & Kezar (2016; Ch. 6 in textbook)</i></p>	Institutional Type Analysis	Guest Speaker*
Week 6 (10/4)	<p>Access to HE</p> <ul style="list-style-type: none"> • Trends in demographics • Barriers and interventions toward access • Access to what? 	<p>Brint (2018; Ch. 4)*</p> <p>Schudde & Goldrick-Rab (2016; Ch. 12 in textbook)</p> <p>Nicholas (2020) – read the executive summary (and skim the rest if you'd like; it's a great resource)</p> <p>Page & Scott-Clayton (2015)</p> <p>*An article of your choice (there is simply so much to this topic – I'd like you all to come</p>	Student Discussion	<p>Minute Paper</p> <p>Guest Speaker*</p> <p>College Mobility (if time permits)</p>

		having at-least skimmed an additional access-related study of interest. We'll compile the list and provide it to the class as a resource. The student-led discussion may also try to incorporate these topics in their activity)		
Week 7 (10/11)	Funding HE <ul style="list-style-type: none"> • Who pays for what? • Financial aid • Affordability 	Taylor et al. (2020)* Davis et al. (2020; pp. 9-33) Mumper et al. (2016; Ch. 8 in textbook) McGuinness (2016; Ch. 9 in textbook) <i>Optional- Johnstone (2016; Ch. 11 in textbook)</i>		Personal Finance Reflection
Week 8 (10/18)	No Class – Fall Study Break			
Week 9 (10/25)	Diversity, Equity, Justice, & Inclusion in HE <ul style="list-style-type: none"> • Discourses of equity and equality • What does “diversity” mean? • Can HE be “just”? 	Brint (2018; Ch. 5)* Smith (2016; Ch. 13 in textbook) byrd (2019)* *An article of your choice (there is so much to this topic – I’d like you to come having at-least skimmed an additional	Issue Paper Student Discussion	Minute Paper Guest Speaker* U-M Diversity Plan Analysis

		<p>access-related study of interest. We'll compile the list and provide it to the class as a resource. The student discussion may also try to incorporate these topics)</p> <p><i>Optional- Milem et al. (2005)</i></p>		
<p>Week 10 (11/1)</p>	<p>Curriculum & Pedagogy in HE</p> <ul style="list-style-type: none"> • How and what do we teach? • The future of education • Decolonizing curricula 	<p>Bastedo (2016; Ch. 3 in textbook)</p> <p>Arum & Roska (2010; Ch. 1)*</p> <p>Lattuca (2020)</p> <p>Kishimoto (2018)*</p> <p>Parson & Weise (2020)*</p> <p><i>Optional- Commission on the Future of Undergraduate Education (2017; Ch 1. Pp. 8-25)</i></p>	<p>Student Discussion</p>	<p>Curriculum Exercise (Future of Higher Education groups)</p>
<p>Week 11 (11/8)</p>	<p>Outcomes of HE</p> <ul style="list-style-type: none"> • How do we define success? • How do we assess outcomes? 	<p>Hurtado & DeAngelo (2012)</p> <p>Espinosa et al. (2017; pp. 9-45)</p> <p>Long (2018)</p> <p>Renn & Reason (2013)*</p> <p>Supiano (2015)</p> <p>Wolniak & Engberg (2019)*</p>	<p>Student Discussion</p>	<p>Minute Paper</p> <p>College Scorecard Exercise (if time permits)</p>

Week 12 (11/15)	No Class- ASHE Conference			
Week 13 (11/22) *could be virtual pending travel for holiday	Serving the Public Good via HE <ul style="list-style-type: none"> Higher education's role(s) in the community Positive externalities 	Benenson & Bergom (2019)* Gupton et al. (2014)* Ma et al. (2019) – just skim Weerts (2016)*	Student Discussion	Minute Paper
Week 14 (11/29)	The Future of HE <ul style="list-style-type: none"> What does an ideal college or university look like? 	N/A	Future of Higher Education Presentations	Student Presentations
Week 15 (12/6)	The Future of HE cont. <ul style="list-style-type: none"> Where do we go from here? What role might you play? 	Brint (2018; Ch. 10)* Goldrick-Rab & Labaree (2021)* Illing (2021)	N/A	Course feedback Instructor-led discussion

****This course plan is subject to change

Readings & Resources List

- Arum, R., & Roska, J. (2010). "College culture and student learning" in *Academically adrift: Limited learning on college campuses* (pp. 1-31). University of Chicago Press.
- Beach, J. M., & Grubb, W. N. (2011). *Gateway to opportunity? A history of the community college in the United States*. Stylus Publishing (Chapter 1).
- Benenson, J., & Bergom, I. (2019). Voter participation, socioeconomic status, and institutional contexts in higher education. *The Review of Higher Education*, 42(4), 1665-1688.
- byrd, d. (2018). The diversity distraction: A critical comparative analysis of discourse in higher education scholarship. *The Review of Higher Education*, 42, 135-172.
- Commission on the Future of Undergraduate Education. (2017). *The future of undergraduate education: The future of America*. American Academy of Arts & Sciences.
<https://www.amacad.org/sites/default/files/publication/downloads/Future-of-Undergraduate-Education.pdf>
- Cuellar, M G., Bencomo Garcia, A., & Saichaie, K. (2021). Reaffirming the public purposes of higher education: First-generation and continuing generation students' perspectives. *The Journal of Higher Education*, 93(2), 273-296.
- Davis III, C. H. F., Mustaffa, J. B., King, K., & Jama, A. (2020). *Legislation, policy, and the Black student debt crisis*. Washington D.C.: National Association for the Advancement of Colored People.
- Deming, D. J., Goldin, C., & Katz, L. F. (2012). The for-profit postsecondary school sector: Nimble critters or agile predators? *Journal of Economic Perspectives*, 26(1), 139-164.
- Eaton, J. S. (2015). *An overview of U.S. Accreditation*. Council for Higher Education Accreditation.
<https://unicen.americancouncils.org/wp-content/uploads/2020/06/an-overview-of-u.s.-accreditation-eaton.pdf>
- Espinosa, L. L., Kelchen, R., & Taylor, M. (2018). Minority serving institutions as engines of upward mobility. American Council on Education (ACE). <https://www.acenet.edu/Research-Insights/Pages/Diversity-Inclusion/Minority-Serving-Institutions.aspx>
- Espinosa, L. L., Turk, J. M., & Taylor, M. (2017). *Pulling back the curtain: Enrollment and outcomes at minority serving institutions*. American Council on Education.
<https://www.acenet.edu/Documents/Pulling-Back-the-Curtain-Enrollment-and-Outcomes-at-MSIs.pdf>
- Goldrick-Rab, S., & Labaree, D. (2021). Policy dialogue: The problems and promises of higher education in the United States. *History of Education Quarterly*, 61, 341-350.
- Gupton, J. T., Sullivan, A. L., & Johnston-Goodstar, K. (2014). The role of university engagement in the community. *International Journal of Education Reform*, 23(3), 181-190.

- Hurtado, S., & DeAngelo, L. (2012). *Linking diversity and civic-minded practices with student outcomes: New evidence from national surveys*. Liberal Education. <http://www.heri.ucla.edu/PDFs/Linking-Diversity-and-Civic-Minded-Practices-with-Student-Outcomes.pdf>
- Illing, S. (June, 2021). "Is it time to rethink the value of college?" Vox. <https://www.vox.com/policy-and-politics/21279216/higher-education-college-america-student-debt>
- 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.
- Lattuca, L. R. (2020). Patterns in the study of academic learning in US higher education journals, 2005-2020. In L. W. Perna (Ed.), *Higher education: Handbook of theory and research (Vol. 36)* (pp. 324-373).
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