

# EDUC 561: Introduction to Higher Education

Fall 2023

(Meeting dates: 8/29/2023 – 12/5/2023)

## **Instructor:**

Chelsea Noble, Ph.D.

*Please feel free to call me Chelsea, Dr. Noble, or Dr. N.*

she/her/hers



## **Office hours:**



*If my office hours conflict with your other obligations, please email me with 2-3 proposed times to meet.*

## **Grading support:**

Laura Lee Smith, M.A.

she/her/hers



## **Land Acknowledgement**

University of Michigan resides on the ancestral, traditional, and contemporary homelands of the Anishinaabeg or People of the Three Fires—Ojibwe, Odawa, and Bodewadmi Nations. In 1817, these nations forcibly ceded this land through the [Treaty at the Foot of the Rapids](#), including land designated for a “college at Detroit” where Indigenous peoples “may wish some of their children hereafter educated.” As we live and learn here, we honor the Indigenous people who continue to steward this land and those who were forcibly removed from it. We also acknowledge the historic and ongoing struggles for Indigenous sovereignty, the effects of colonial violence, and the erasure of Indigenous peoples.

## **Course Overview**

This course is designed to offer students many access points to the study of higher education through an overview of the field, its challenges, and opportunities. 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. The course presents major structures, functions, issues, and concerns within higher education, as well as opportunities to address these issues through readings, discussion, research, and projects.

The course presents 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?

We begin 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 considers the influence of diversifying participation in higher education, an important issue and one that requires openness to a critical examination of our system as it responds to the complexity of contemporary society. We 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 reduces and/or perpetuates inequalities.

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 consider 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? Although 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 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.

## **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 U.S.
- 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, including 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

## **Required Texts**

This course will pull from one primary textbook, which all students should procure. *I have requested the library put a copy on hold – stay tuned for confirmation!*

- Bastedo, M. N., Altbach, P. G., & Gumport, P. J. (2023). *American higher education in the twenty first century: Social, political, and economic challenges* (5<sup>th</sup> Edition). Johns Hopkins University Press.

In the course outline, I abbreviate it to “AHE” and list the chapter and authors. In addition to the textbook, our learning materials include various journal articles, briefs, and popular media pieces. Many of these texts will be made available via Canvas. If a reading is not in Canvas, you may need to follow a link in the syllabus or download it on your own via U-M library resources (as noted with an asterisk (\*)). 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.

## **Recommended Resources**

### ***News Outlets***

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 or you can sign up for a free account:

- The Chronicle of Higher Education
- Inside Higher Education

### ***Formatting Manual***

This course, and likely the majority of your classes in CSHPE, will use APA 7 style for formatting, writing conventions, and citations. Although I will not require you to purchase the handbook, you are expected to have a strong command of APA. You may find the Purdue Online Writing Lab (<https://owl.purdue.edu/>) website helpful for questions you have about APA style.

- *Publication Manual of the American Psychological Association* (7<sup>th</sup> ed.). 2019. American Psychological Association.

### ***Resources for good writing***

You are not required to purchase these texts. However, they may be valuable resources as you further develop your writing skills.

- Graff, G., & Birkenstein, C. (2016). *They say/I say: The moves that matter in persuasive writing*. W.W. Norton. [Any edition is fine.]
- Strunk, Jr., W., White, E. B., & D2LI, R. (1999). *The elements of style* (4<sup>th</sup> ed.). Allyn & Bacon. [Any edition is fine.]
- Sword, H. (2012). *Stylish academic writing*. Harvard University Press.

### ***Selected professional organizations***

- American College Personnel Association: <http://www.myacpa.org/>
- Association for the Study of Higher Education: <http://www.ashe.ws/>
- Comparative & International Education Society: <http://www.cies.us/>
- NACADA – The Global Community for Academic Advising: <https://nacada.ksu.edu/>
- NASPA - Student Affairs Administration in Higher Education: <https://www.naspa.org/>

### ***Other websites***

- Drs. Riyad Shahjahan (Associate Professor in Michigan State University’s Higher, Adult, and Lifelong Education program) and Kimine Mayuzumi run a website intended to help academics with aspects of work-life balance: <http://lazyslowdown.com/blog/>
- StudentAffairs.com (<https://www.studentaffairs.com/>) is a private site with good resources.

## **Assignments**

The assignments for this course are intended to both help you synthesize the wide range of information you’ll encounter regarding the postsecondary education landscape, as well as give you the opportunity to explore areas of personal interest.

All assignments must be submitted through our course Canvas page. Please use the following naming convention for all files: LastName\_EDUC561\_AssignmentName (example: Noble\_EDUC561\_ThisIBelieve).

<b>Assignment</b>	<b>Points</b>	<b>Due Date</b>
<a href="#">Class participation (including “Minute Papers”)</a>	20	Ongoing
<a href="#">“This I Believe” Statement</a>	10	September 5 by 4pm ET
<a href="#">Institutional Type Analysis</a>	15	October 3 by 4pm ET
<a href="#">Issue Paper</a>	20	Proposal – September 19 by 4pm ET Full paper – October 31 by 4pm ET
<a href="#">Future of Higher Education Project</a>	35	Presentation – November 28 in class Paper – December 8 by 11:59pm ET

### ***Class Participation***

*20 points total (12 points for minute papers + 8 points for in-class participation), ongoing*

Although 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 components:

- **“Minute” papers (12 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).
- **In-class participation (8 points):** Active in-class participation requires attendance, preparation (through readings, media, and topical assignments), and willingness to contribute to discussions in a variety of group configurations (pairs, small groups, entire class, etc.).

### ***This I Believe Statement***

*10 points, due September 5 by 4pm ET*

As we begin our study of higher education together, it is important to think about the perspectives, experiences, and beliefs we each hold about higher ed. Following the style of NPR’s “This I Believe” series (<https://www.npr.org/series/4538138/this-i-believe>), please write your own “This I Believe” statement about higher education. This piece is your reflection; there is no right or singular answer. Throughout the semester, your beliefs might be reinforced, challenged, or changed – that is all to be expected! Please follow general APA formatting (double-spaced, 12-point font, etc.), but you are not expected to cite any sources (this is about your reflections, experiences, and beliefs!) unless you are directly referencing a quote or influential piece of writing or media. Your statement should be 300–500 words.

### ***Institutional Type Analysis***

*15 points, due October 3 by 4pm ET*

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 should adhere to APA 7 formatting. This paper 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 (5 for proposal, 15 for full paper)*

*due September 19 by 4pm ET (proposal), October 31 by 4pm ET (full paper)*

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 assignment, you will take on one 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. Your paper 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).

Proposal (due Sept. 19): please 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 me to give you formative feedback and offer potential resources for your writing.

Full paper (due Oct. 31): 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 should follow APA formatting.

Alternative option: You may be interested in engaging in this type of issue analysis using an alternative format (e.g., podcast, strategic plan). If so, please connect with me no later than Oct. 10 to discuss your suggested approach and receive approval.

### ***Future of Higher Education Project***

*35 points total (10 points for presentation + 25 points for paper)*

*due November 28 in class (presentation), December 8 by 11:59pm ET (paper)*

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 7 formatting. 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 allocated for you to connect and work with one another and/or get support from Chelsea.

## **Grading Scale**

A = 100 – 94

A- = 93 – 90

B+ = 89 – 87

B = 86 – 84

B- = 83 – 80

C+ = 79 – 77

C = 76 – 74

C- = 73 – 70

D = 69 – 60

F = 59 and below

## **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 implications 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. Much of the learning in this course will occur through in-class discussions and activities—learning that is hard to capture through slides or notes from your classmates. Yet, we are all adults with wonderfully complex lives. If you need to miss class for any reason, please email me as soon as possible. I welcome you sharing what has come up in your world, but you are not obliged to disclose. Please check in with me or a peer to get any course materials and announcements. If possible and desired, we will try to accommodate remote attendance via Zoom. If you miss more than 2 class sessions, please schedule a meeting with me to discuss how to best facilitate your success in this course.

### ***Familial Care***

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 there regularly. Otherwise, the easiest way to communicate with me will be via email. I will also use your official U-M e-mail addresses for individual correspondence.

### ***Office Hours***

Office hours are by request using this Zcal link [\[REDACTED\]](#), also included at the top of this syllabus and on Canvas.

### ***Due Dates & Flex Days***

All assignments must be submitted to Canvas by the outlined due date. And, life happens. Each student is eligible to take a total of 5 “flex days” for submitting individual assignments after the stated deadline. There is no need to explain why the assignment is not being turned in on the deadline. Instead of submitting the assignment by the stated deadline, you should enter a short statement in Canvas saying that you are taking flex days. You can spread your flex days across assignments and should keep track of the total days you use so that you do not exceed the total of 5. If you do go over 5 days, any late submissions of assignments will receive a deduction. Flex days do not apply to the Future of Higher Education project (group presentations and paper).

## **University Policies & Resources**

### **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/>

### ***Use of Generative AI***

ChatGPT and other similar technologies are advancing rapidly and there are many instances where they will be key tools in your schoolwork and career. For the purposes of this class, you may use generative AI tools for the following activities:

- Brainstorming and refining your ideas;
- Finding information on your topic;
- Drafting an outline to organize your thoughts; and
- Checking grammar and style.

The use of generative AI tools is not permitted in this course for the following activities:

- Completing group work that your group has assigned to you, unless it is mutually agreed upon that you may utilize the tool.
- Writing a draft of a writing assignment.
- Writing entire sentences, paragraphs or papers to complete class assignments.

## **Accommodations**

### ***Students with Disabilities***

The University of Michigan recognizes disability as an integral part of diversity and is committed to creating an inclusive and equitable educational environment for students with disabilities. Students who are experiencing a disability-related barrier should contact Services for Students with Disabilities <https://ssd.umich.edu/>; 734-763-3000 or [ssdoffice@umich.edu](mailto:ssdoffice@umich.edu)). For students who are connected with SSD, accommodation requests can be made in Accommodate. If you have any questions or concerns please contact your SSD Coordinator or visit SSD's Current Student webpage. SSD considers aspects of the course design, course learning objects and the individual academic and course barriers experienced by the student. Further conversation with SSD, instructors, and the student may be warranted to ensure an accessible course experience.

### ***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 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](mailto:RackResolutionOfficer@umich.edu), a representative from the Office of Student Conflict Resolution at (734) 936-6308 or [oscr@umich.edu](mailto:oscr@umich.edu) if the harassment or bias-incident involves another student, or the Office of Institutional Equity at (734) 647-1388.

### **Limits to confidentiality**

Essays, journals, and other materials submitted for this class are generally considered confidential pursuant to the University's student record policies. However, students should be aware that *some* University employees may not be able to maintain confidentiality when it conflicts with their responsibility to report certain issues based on external legal obligations or that relate to the health and safety of UM community members and others. As the instructor, I am not required to file a report, though I can support you if you wish to report misconduct or harm in this way.

If you would like to talk about these events in a more confidential setting you are encouraged to reach out to the Counseling and Psychological Services (<https://caps.umich.edu/>), Sexual Assault Prevention and Awareness Center (<https://sapac.umich.edu/>), or the Office of the Ombuds (<https://ombuds.umich.edu/>).

## **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/>. They have counselors physically located in their central office in the Michigan Union, as well as in schools on both North and Central Campus, during regular business hours. They also have urgent/crisis services available 24/7, including on weekends and holidays. 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](http://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>.

## **Food Access**

Chronic hunger and food insecurity affect about 1 in 5 postsecondary students. As CSHPE students, you have access to both the Maize and Blue Cupboard (<https://mbc.studentlife.umich.edu/>) and to the CSHPE pantry located in the CSHPE lounge/kitchenette area.

## **Acknowledgements**

Drs. Jeremy Wright-Kim, Rosie Perez, Katie Madden, and Kris Renn offered guidance and materials for developing this course. I have adapted the course overview from Dr. Julio Cardona, as established in his EDUC 561 Fall 2020 syllabus, as well as the Land Acknowledgement and Institutional Policies from Dr. Rosie Perez. I am grateful to each of these scholars who directly influenced this syllabus and course experience. Any errors are my own.

## Course Outline

Course Date & Topic	Readings & Assignments
1 – August 29 <i>Course Intro</i>	none!
2 – September 5 <i>History of HE</i>	<p><u>DUE by 4pm ET</u>: “This I believe” statement</p> <p>Readings:</p> <ul style="list-style-type: none"> <li>● Lange, A. C. (2019). Reading, Processing, and Participating in Graduate School. <a href="https://itsalexcl.medium.com/reading-processing-and-participating-in-graduate-school-c96fab58298f">https://itsalexcl.medium.com/reading-processing-and-participating-in-graduate-school-c96fab58298f</a></li> <li>● AHE - Ch. 1 (Geiger -- 10 gens)</li> <li>● *Mustaffa, J. B. (2017). Mapping violence, naming life: A history of anti-Black oppression in the higher education system. <i>International Journal of Qualitative Studies in Education</i>, 30(8), 711-727.</li> <li>● Lee, R., &amp; Ahtone, T. (2020). Land-grab universities. <i>High Country News</i>. <a href="https://www.hcn.org/issues/52.4/indigenous-affairs-education-land-grab-universities/">https://www.hcn.org/issues/52.4/indigenous-affairs-education-land-grab-universities/</a></li> <li>● *Nash, M. A. (2019). Entangled pasts: Land-Grant colleges and American Indian dispossession. <i>History of Education Quarterly</i>, 59(4), 74-109.</li> </ul>
3 – September 12 <i>Roles &amp; goals of HE</i>	<p><u>In class</u>: Minute Paper</p> <ul style="list-style-type: none"> <li>● Postsecondary Value Commission. (2021). Equitable value: Promoting economic mobility and social justice through postsecondary education (Chs. 5 &amp; 6, pp. 80–103). <a href="https://postsecondaryvalue.org/wp-content/uploads/2021/07/PVC-Final-Report-FINAL-7.2.pdf">https://postsecondaryvalue.org/wp-content/uploads/2021/07/PVC-Final-Report-FINAL-7.2.pdf</a></li> <li>● *Saichaie, K., &amp; Morphew, C. C. (2014). What college and university websites reveal about the purposes of higher education. <i>The Journal of Higher Education</i>, 85(4), 499-530.</li> <li>● *Cuellar, M G., Bencomo Garcia, A., &amp; Saichaie, K. (2021). Reaffirming the public purposes of higher education: First-generation and continuing generation students’ perspectives. <i>The Journal of Higher Education</i>, 93(2), 273-296.</li> </ul>
4 – September 19 <i>Structure of HE</i>	<u>DUE by 4pm ET</u> : issue paper proposal (1 paragraph)

	<ul style="list-style-type: none"> <li>● AHE, Ch. 17 (Gonzales &amp; Robinson – broad access institutions)</li> <li>● *Marginson, S. (2016; pp. 11-27, 40-48). <i>The dream is over: The crisis of Clark Kerr’s California idea of higher education</i>. University of California Press.</li> <li>● Eaton, J. S. (2015). An overview of U.S. Accreditation. Council for Higher Education Accreditation. <a href="https://unicen.americancouncils.org/wp-content/uploads/2020/04/an-overview-of-u.s.-accreditation-eaton.pdf">https://unicen.americancouncils.org/wp-content/uploads/2020/04/an-overview-of-u.s.-accreditation-eaton.pdf</a></li> <li>● Espinosa, L. L., Kelchen, R., &amp; Taylor, M. (2018). Minority serving institutions as engines of upward mobility. American Council on Education (ACE). <a href="https://www.acenet.edu/Documents/MSIs-as-Engines-of-Upward-Mobility.pdf">https://www.acenet.edu/Documents/MSIs-as-Engines-of-Upward-Mobility.pdf</a></li> <li>● Read ONE of the following: <ul style="list-style-type: none"> <li>○ *Deming, D. J., Goldin, C., &amp; Katz, L. F. (2012). The for-profit postsecondary school sector: Nimble critters or agile predators? <i>Journal of Economic Perspectives</i>, 26(1), 139-164.</li> <li>○ Orphan, C. M., &amp; McClure, K. R. (2022). Recommitting to stewardship of place: Creating and sustaining thriving communities for the decades ahead. American Association of State Colleges and Universities. <a href="https://aascu.org/wp-content/uploads/documents/AASCU_SOP_2022.pdf">https://aascu.org/wp-content/uploads/documents/AASCU_SOP_2022.pdf</a> (focus on pp. 4-5, 12-16, 27-32)</li> <li>○ *Dougherty, K. J., &amp; Townsend, B. K. (2006). Community college missions: A theoretical and historical perspective. <i>New Directions for Community Colleges</i>, 2006(136), 5-13.</li> <li>○ *Love, I., &amp; Turk, J. M. (2023). Competing, coordinating, or collaborating: Perspectives on the community college baccalaureate within the context of mission differentiation. <i>Community College Journal of Research and Practice</i>.</li> </ul> </li> </ul>
5 – September 26 <i>Internal &amp; external players in HE</i>	<p><u>In class:</u> Minute Paper</p> <ul style="list-style-type: none"> <li>● AHE -- Ch. 4 (Altbach &amp; Finkelstein -- the professoriate)</li> <li>● AHE -- Ch. 16 (Eckel &amp; Kezar -- boards, admin, &amp; faculty)</li> <li>● *Orphan, C. M., Laderman, S., &amp; Gildersleeve, R. E. (2021). Advocates or honest information brokers? Examining the higher education public policy agenda-setting processes of intermediary organizations. <i>The Review of Higher Education</i>, 44(3), 325-355.</li> <li>● Rall, R. M., Morgan, D. L., &amp; Commodore, F. (2019). Invisible</li> </ul>

	injustice: Higher education boards and issues of diversity, equity, and inclusivity. In R. Jeffries (Ed.), <i>Diversity, equity, and inclusivity in contemporary higher education</i> (pp. 261-277). IGI Global.
6 – October 3 <i>Diversity, equity, justice, &amp; inclusion (DIJE) in HE</i>	<p><u>DUE by 4pm ET: institutional type analysis</u></p> <ul style="list-style-type: none"> <li>● AHE -- Ch. 14 (Harris, Conde, &amp; Karpicz -- critical race analysis of racism in US HE)</li> <li>● *byrd, d. (2018). The diversity distraction: A critical comparative analysis of discourse in higher education scholarship. <i>The Review of Higher Education</i>, 42, 135-172.</li> <li>● The Boyer 2030 Commission, The Association for Undergraduate Education at Research Universities. (2022). <i>The equity/excellence imperative: A 2030 blueprint for undergraduate education at U.S. research universities</i>. [read the Introduction (pp. 5-10) and 3 “provocations”] <a href="https://wac.colostate.edu/docs/books/boyer2030/report.pdf">https://wac.colostate.edu/docs/books/boyer2030/report.pdf</a></li> <li>● [optional] Young, I. M. (1990). Chapter 2: Five faces of oppression (pp. 39–65). In <i>Justice and the Politics of Difference</i>. Princeton University Press.</li> </ul>
7 – October 10	Class time reserved for CSHPE program session
8 – October 17	FALL BREAK
9 – October 24 <i>HE Finance &amp; student financial aid</i>	<p><i>Dr. Jeremy Wright-Kim guest teaching</i></p> <ul style="list-style-type: none"> <li>● AHE - Ch 12 (Hillman &amp; Peek -- financing American HE)</li> <li>● Skim – AHE - Chs 9 (Kelchen &amp; Natow – federal policy) &amp; 10 (Tandberg &amp; Gándara – states &amp; HE)</li> <li>● *Taylor, B. J., Cantwell, B., Watts, K., &amp; Wood, O. (2020). Partisanship, white racial resentment, and state support for higher education. <i>The Journal of Higher Education</i>, 91(6), 858-887.</li> <li>● Davis III, C. H. F., Mustaffa, J. B., King, K., &amp; Jama, A. (2020). Legislation, policy, and the Black student debt crisis. Washington D.C.: National Association for the Advancement of Colored People.</li> </ul>
10 – October 31 <i>Access to HE</i>	<p><u>DUE by 4pm ET: Issue paper</u></p> <ul style="list-style-type: none"> <li>● AHE -- Ch. 13 (Schudde &amp; Ryu - opportunity &amp; privilege)</li> <li>● Page, L. C., &amp; Scott-Clayton, J. (2015). Improving college access in</li> </ul>

	<p>the United States: Barriers and policy responses. NBER Working Paper Series. <a href="http://www.nber.org/papers/w21781">http://www.nber.org/papers/w21781</a></p> <ul style="list-style-type: none"> <li>● Bhatia, A., Miller, C. C., &amp; Katz, J. (2023, July 24). Study of elite college admissions data suggests being very rich is its own qualification. <i>The New York Times</i>. <a href="https://www.nytimes.com/interactive/2023/07/24/upshot/ivy-league-elite-college-admissions.html">https://www.nytimes.com/interactive/2023/07/24/upshot/ivy-league-elite-college-admissions.html</a> <ul style="list-style-type: none"> <li>○ Optional: the study they discuss → Chetty, R., Deming, D. J., &amp; Friedman, J. N. (2023) Diversifying society's leaders? The causal effects of admission to highly selective private colleges. NBER Working Paper Series. <a href="https://www.nber.org/papers/w31492">https://www.nber.org/papers/w31492</a> [read for the argument; don't get bogged down in the methods or appendices]</li> </ul> </li> <li>● Nicholas, A. H. (2020). Segregation forever?: The continued underrepresentation of Black and Latino undergraduates at the nations' 101 most selective public colleges and universities. Education Trust. <a href="https://edtrust.org/resource/segregation-forever-private-universities-havent-leveraged-race-conscious-admissions-to-increase-diversity-what-now/#:~:text=In%20our%202020%20%E2%80%9C%20Segregation%20Forever,only%209%25%20of%20these%20colleges">https://edtrust.org/resource/segregation-forever-private-universities-havent-leveraged-race-conscious-admissions-to-increase-diversity-what-now/#:~:text=In%20our%202020%20%E2%80%9C%20Segregation%20Forever,only%209%25%20of%20these%20colleges</a> – read the executive summary (the rest is a great resource!)</li> </ul>
<p>11 – November 7 <i>Curriculum &amp; pedagogy in HE</i></p>	<p><u>In class:</u> Minute Paper</p> <ul style="list-style-type: none"> <li>● AHE -- Ch. 3 (Lattuca &amp; Brown -- curriculum)</li> <li>● *Kishimoto, K. (2018). Anti-racist pedagogy: From faculty's self-reflection to organizing within and beyond the classroom. <i>Race, Ethnicity, and Education</i>, 21(4), 540-554.</li> <li>● Parson, L., &amp; Weise, J. (2020). Postcolonial approach to curriculum design. In L.Parson &amp; C. C. Ozaki (Eds.), <i>Teaching and learning for social justice and equity in higher education</i> (pp. 93-116). Palgrave Macmillan.</li> <li>● What Influences Student Learning -- <a href="https://www.youtube.com/watch?v=w7LKSYUeCQo&amp;t=2s">https://www.youtube.com/watch?v=w7LKSYUeCQo&amp;t=2s</a></li> <li>● Terry, O. K. (2023, May 12). I'm a student. You have no idea how much we're using ChatGPT. <i>The Chronicle of Higher Education</i>. <a href="https://www.chronicle.com/article/im-a-student-you-have-no-idea-how-much-were-using-chatgpt">https://www.chronicle.com/article/im-a-student-you-have-no-idea-how-much-were-using-chatgpt</a></li> <li>● Optional - Commission on the Future of Undergraduate Education (2017; Ch 1. Pp. 8-25)</li> </ul>

<p>12 – November 14 <i>Outcomes of HE</i></p>	<ul style="list-style-type: none"> <li>● Long, B. T. (2018). The college completion landscape: Trends, challenges, and why it matters. In F. M. Hess &amp; L. E. Hatalsky (Eds.), <i>Elevating College Completion</i>. American Enterprise Institute and Third Way Institute. <a href="https://www.aei.org/wp-content/uploads/2018/05/The-College-Completion-Landscape.pdf?x91208">https://www.aei.org/wp-content/uploads/2018/05/The-College-Completion-Landscape.pdf?x91208</a></li> <li>● Renn, K. &amp; Reason, R. (2013). “Student outcomes” (Chapter 9), in <i>College Students in the United States</i> (pp. 197-228). Jossey Bass.</li> <li>● *Johnson, M. R., Dattilo, S., &amp; Williams, S. (2022). Everybody talks? The evolution of political talk among recent college graduates. <i>Journal of College Student Development</i> 63(3), 283–299.</li> <li>● Supiano, B. (September, 2015). What actual high schoolers think about the new college scorecard. <i>The Chronicle of Higher Education</i>.</li> </ul>
<p>13 – November 21 <i>Serving the public good via HE</i></p>	<p><u>In class:</u> Minute Paper</p> <ul style="list-style-type: none"> <li>● Dorn, C. (2017). Epilogue (pp. 227–236). <i>For the Common Good: A New History of Higher Education in America</i>. Cornell University Press.</li> <li>● *Benenson, J., &amp; Bergom, I. (2019). Voter participation, socioeconomic status, and institutional contexts in higher education. <i>The Review of Higher Education</i>, 42(4), 1665-1688.</li> <li>● *Gupton, J. T., Sullivan, A. L., &amp; Johnston-Goodstar, K. (2014). The role of university engagement in the community. <i>International Journal of Education Reform</i>, 23(3), 181–190.</li> <li>● Ma, J., Pender, M., &amp; Welch, M. (2019). Education pays 2019: The benefits of higher education for individuals and society. College Board. <a href="https://research.collegeboard.org/media/pdf/education-pays-2019-full-report.pdf">https://research.collegeboard.org/media/pdf/education-pays-2019-full-report.pdf</a> [read Highlights &amp; Intro (pp. 4–5, 8–9); skim the rest]</li> </ul>
<p>14 – November 28 <i>The future of HE, part 1</i></p>	<p><u>DUE in class:</u> Future of Higher Education presentations</p>
<p>15 – December 5 <i>The future of HE, part 2</i></p>	<ul style="list-style-type: none"> <li>● paperson, I. (2017). A third university is possible. University of Minnesota Press. <a href="https://manifold.umn.edu/projects/a-third-university-is-possible">https://manifold.umn.edu/projects/a-third-university-is-possible</a> [focus on “A Third University Exists within the First” and “You, a Scyborg”]</li> </ul>
<p>December 8 <i>[not a class]</i></p>	<p><u>DUE by 11:59pm ET:</u> Future of Higher Education papers</p>



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*This course plan is subject to change as the semester unfolds.*