

EDUC 695-003: Educational Research and Practice

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Schedule office hours through Canvas

General Information

Course Description

This course is designed to provide a broad overview of quantitative, qualitative, and mixed methods research in post-secondary education. You will develop skills for reviewing the literature; developing research problems and questions; designing research projects; understanding data collection and analysis issues; and evaluating research studies. As such, special attention will be paid to the importance of theoretical and conceptual frameworks in designing and constructing research studies for improving educational practice.

Course Objectives

Through course readings, discussions, activities, and assignments, we will all develop our abilities to:

1. Engage in informed and critical reading of research on educational practice and contexts,
2. Understand the relationship between theory, empirical research, research design and methodology, and educational practice.
3. Appreciate the diverse range of approaches available to educational researchers including quantitative, qualitative, complementary, and critical methodologies
4. Develop critical information literacy skills

Required Text

The following text is required. We will use it extensively throughout the course. *Please make sure you purchase the most recent version.*

1. Machi, L. A., & McEvoy, B. T. (2022, 4th Edition). *The literature review: Six steps to success*. Corwin Press.

Optional Texts

The following texts are not required. However, they are excellent resources that I believe you will draw upon throughout your graduate education. We will review a few readings from these books, and I will share the relevant passages through the course management system.

1. Ravitch, S. M., & Riggan, M. (2016). *Reason & rigor: How conceptual frameworks guide*
2. Robert, C. (2014). *Naked Statistics: Stripping the Dread from Data*.
3. Swales, J. M., & Feak, C. B. (2012 3rd Edition). *Academic writing for graduate students: Essential tasks and skills*. Ann Arbor, MI: University of Michigan Press.

Course Policies

Attendance and Participation

The success of our classroom activities depends on your attendance and active participation. Your contributions are important to me and will support the learning of our classroom community. You can miss two classes without penalty (although notice is appreciated). After one unexcused absence, you will lose 1 point on your attendance and participation grade for each missed class.

Late Work

Please notify me as soon as possible if you do not think you will make a deadline for an assignment. Late work submitted after the deadline will only be graded for partial credit. Assignment due dates are arranged in order to provide me time to provide you with timely feedback. This feedback will help you improve your research proposal which accounts for a significant portion of your grade.

On Classroom Community

Diversity is critical to building both our academic knowledge in this course as well as an equitable learning community. When a diverse group comes together around a shared problem, they will solve it more successfully and innovatively than homogeneous groups of experts, because diverse individuals contribute more angles on the problem and ideas toward its solutions (Page, 2008). However, this is only true when members of the group believe in the value of diversity (Ely & Thomas, 2001).

I expect that our discussions and work together will be respectful and encouraging of different perspectives, and inclusive of people regardless of background and identity. I also expect that some of us will have moments in the class where identities are triggered—positively and negatively. I am comfortable pausing our regularly scheduled discussion to address such issues as part of our learning during class time. If you have concerns about anything that comes up in your experience of the class or as a graduate student, generally, please know that my office is a safe, confidential space to raise them now and when the course is done.

In selecting sample articles for critique and additional readings, I have tried to reflect a diverse array of interests. I have also selected readings with an eye toward developing your capacity to consume and critique research that focuses on race, gender, socioeconomic status, and other systems of inequality.

Accommodations for Students with Documented Needs

Please see me if you require accommodations to support your learning. 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). 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.

Academic Integrity

CSHPE students are expected to comply with the Rackham Policy on Academic Integrity. Academic dishonesty includes, but is 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, submitting work done for another purpose to fulfill the requirements of a course, or tampering with the academic work of other students. If you are unsure what constitutes a violation of academic integrity, please come talk with me.

Gender Identity

All people have the right to be addressed and referred to in accordance with their personal identities. We've already shared some information about ourselves in the biographical form. Please let us know what name that you prefer to be called and the pronouns you use. Students can and should indicate their personal pronouns via Wolverine access, using the *Gender Identity* tab under *Student Business*.

Religious Observation

This course observes University defined holidays. Because other days may be of more significance to you than a University-designated holiday, please inform me as soon as possible if a class day or due date for a class assignment conflicts with your observance of a holiday that is important to you. I will work with you to accommodate your needs.

Mental Health and Student Well-Being

During their academic careers, students experience stressors and issues ranging from academic concerns to personal crises (including, but not limited to alcohol/drug use, anxiety, depression, difficulty eating/sleeping, family worries, loss/grief, sexual assault, or strained relationships). These mental health concerns and/or personal events may affect your well-being and lead to diminished academic performance and ability to fully engage with those around you. Below you will find some resources that are available to you. If I can be helpful to you in this regard, please let me know. And, if the source of your stress is academic, we can find solutions together. Seeking help is a courageous thing to do for yourself and those who care about you.

For personal concerns, U-M offers the following resources:

- [Well-being for U-M Students website](#) – searchable list of many more campus resources
- [Wolverine Wellness](#) - confidential; 734-763-1320; provides Wellness Coaching and more

- [University Health Service \(UHS\)](#) - 734-764-8320; clinical services include nurse advice by phone, day or night
- [Counseling and Psychological Services \(CAPS\)](#) – The School of Education has an embedded CAPS counselor, Nicole Holtzman. You can email her directly at nicholtz@umich.edu. You can also reach out to Laura Monschau, the CAPS Counselor in Rackham (734-764-8312; lauralm@umich.edu). You can also call 734-764-8312; for after-hours urgent support, call and press 0.
- [Office of Student Conflict Resolution](#) - 734-936-6308; offers multiple pathways for resolving conflict
- [Office of the Ombuds](#) - 734-763-3545; students can raise questions and concerns about the functioning of the university.
- [Sexual Assault Prevention and Awareness Center \(SAPAC\)](#) - confidential; 734- 764-7771 or 24-hour crisis line 734-936-3333; addresses sexual assault, intimate partner violence, sexual harassment, and stalking
- [Spectrum Center](#) - 734-763-4186; support services for LGBTQ+ students
- [Trotter Multicultural Center](#) - 734-763-3670; intercultural engagement and inclusive leadership education initiatives

Class Participation

This is a discussion-based course. Our class discussions are an opportunity to raise questions, clarify understandings, challenge ideas and opinions constructively, consider how ideas can be translated into practice in different education settings, and learn about others' perspectives. Effective discussions are marked by attentive listening to and thoughtful consideration of ideas that are circulating. Good discussions ensue when we critically assess the arguments, practices, or ideas in the assigned texts and that we bring to the conversation. Noting key points, posing questions, and connecting ideas and concepts as you read enable us to 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.

Written Assignments

The written assignments for this course are described below. Please note that all written assignments should conform to – and include – APA (American Psychological Association) style for citations and references. For the first two written assignments, if you receive below a B- on the rubric you will have the opportunity to submit a revised version of your assignment for reconsideration. You must do this within a week of receiving your grade feedback. Please send me an email to let me know you will be submitting a revision.

Accessibility

This course is a work in progress. I attempt to apply the principles of universal design in this course, and I hope you will join me in thinking through how we can through multiple means of representation, action, expression, and engagement create a learning environment that is conducive to diverse ways of learning. I expect as the class progresses we will continue to adjust and improve. From the start, I hope you will communicate your needs as a learner. You should feel free to do this in person, over email, during office hours, or in coordination with the Student Disability Resources offices.

Assignment	Due Date
Drafts for Peer Review (5)	After each peer review session (2.5 pt/draft, 2 drafts due)
Individual Annotated Bibliography (5)	Week 5
Group Research Narrative (5)	Week 7
Group Literature Review (25)	Week 12
Individual IRB Certification (5)	Week 13
Participation in Class Activities and Discussion; Attendance (5)	Ongoing
Group Research Proposal (40)	Week 16
Problem Statement and Research Questions (5)	
Rationale for Research Design/ Conceptual Framework (15)	
Methodological Tradition/Research Design (15)	
Abstract, References, Appendices, APA (5)	
Individual Subjectivity Statement (5)	Week 16
Who am I? (1)	Completed in class
What brings me here? (1)	Completed in class
Book Group Facilitator (5)	Completed in class

Course Grade

A 100-93

A- 92-90

B 89-83

B- 82-80

C 79-73

C- 72-70

D 69 or lower

Grades below a C will affect your graduate program of study. Your final grade will be calculated according to the above distribution (and adjusted for absences and/or missed work). More

detail about each assignment as well as the rubrics I will use to evaluate your work will be available on the course website.

Students are expected to honor the University's academic integrity policy. This includes:

- **Obtaining Unauthorized Information.** Information is obtained dishonestly, for example, by copying graded homework assignments from another student, by working with another student on a take-home test or homework when not specifically permitted to do so by the instructor, by looking at one's notes or other written work during an examination when not specifically permitted to do so.
- **Plagiarism.** Unacknowledged use of information, ideas, or phrasing of other writers is an offense comparable with theft and fraud, and it is so recognized by the copyright and patent laws. Literary offenses of this kind are known as plagiarism.

If you have questions about citations or acknowledging the work of other authors, please do not hesitate to contact me. Academic integrity is particularly important for maintaining in public confidence in scholarly research. For examples of when academic integrity breaks down in the research process, visit <http://retractionwatch.com/>

Course Schedule

What is research?

In the first section of the course, we begin with a top down overview of research in education. What does it mean to research social processes, relations and contexts? We review the process for conducting research; explore the opportunities, problems, and challenges associated with the conduct of research in education; and trace research as a process that produces knowledge about social worlds.

1	What is research?	Creswell (2015). <i>Chp 1: What is Educational Research?</i> (pp. 1-57). Maruyama & Ryan (2014). <i>Research Methods in Social Relations. Chp 2: Doing Social Science Research.</i> Takacs. (2003). How does your positionality bias your epistemology? Upcaft & Schuh (2002). Assessment vs. Research: Why we should care about the difference. <i>About Campus.</i>
2		Stage & Manning (2016). <i>Chp 2: What is your research approach?</i> (pp. 19-45). Maxwell (2013). <i>Qualitative Research Design: An Interactive Approach. Chp 3: What do you think is going on?</i> (pp. 39-72) Machi & McEvoy (2016). <i>Introduction and Step 1: Selecting a topic</i> (pp. 1-37)

*Form Book Groups/Research Project Groups

What is known? Reviewing the Literature

In the second section of the course, we develop our skills for reviewing the empirical literature on education. We learn how to search, survey, and critique the existing literature to identify what is known and what is unknown about education. We will spend some time learning how to review, synthesize, and report the results of our review of the scholarly

3	Surveying the literature	Machi & McEvoy (2016). <ul style="list-style-type: none">• <i>Step 2 Developing the Argument</i>• <i>Step 3 Search the Literature</i>• <i>Step 4 Survey the Literature</i><ul style="list-style-type: none">○ <i>Task 1 & 2</i>
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4	Evaluating the literature	Machi & McEvoy (2016). <ul style="list-style-type: none"> • <i>Step 4 Task 3</i> • <i>Step 5 Critique the Literature</i>
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Each person in your group should bring a copy of your annotated bibliography

5	Book Club: Converging on a topic	Read Chapters 1, 2, & 3 of your Book Club book
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6	Writing Workshop: Literature Review; Book Club Meeting 2	Machi & McEvoy (2012). <i>Step 6 Write the Review</i> Read Chapter 4 of your Book Club book Optional: Swales & Feak (2012). Unit One: An Approach to Academic Writing (pp. 1-53)
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Bring a hard copy of your research narrative for week 6!

What is unknown? Research Design

7	Research Questions; Book Club Meeting 3	Ravitch & Riggan (2016). <i>Reason and Rigor, 2nd Edition. Chp. 5: Excavating Questions.</i> Creswell (2015). <i>Chp 4: Specifying a purpose and research questions or hypotheses. (pp. 120-149).</i>
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Due: Research Narrative

You can begin submitting qualitative and quantitative journal articles for our class discussion.

8	Quantitative Data Collection: Experimental and Observational Approaches; Social Statistics; Book Club Meeting 4	Designing Research to Answer Causal Questions. In Murnane, R. J., & Willett, J. B. (2010). <i>Methods matter: Improving causal inference in educational and social science research.</i> Read Chapter 5 of your Book Club Book
9	Applications of Quantitative Analysis Exercise;	Sriram (2017). Student Affairs by the Numbers. Chapter 8. Statistical Approach for the Question of Relationship Chapter 9. Statistical Approach for Comparing Groups Chapter 10. Statistical Approach for Predicting Groups

<p>1 Qualitative Data Collection: Subjectivity, 0 Participants, and Artifacts Book Club Meeting 5</p>	<p>Merriam (2009). What is qualitative research? Eisner (2017). Objectivity and Subjectivity in Qualitative Educational Research. Read Chapter 6 of your Book Club Book</p>
<p>1 Applications of Qualitative Analysis 1 Exercise; Book Club Meeting 6</p>	<p>Rubin: <i>Rocking Qualitative Research</i>: Chapter 8: The Fieldwork Framework Chapter 9: Content Analysis and Coding</p>
<p>Due: Submit IRB certification of completion</p>	
<p>1 Research Methods, Ethics, and Power: 2 Asynchronous Class Assignment (No Meeting for ASHE)</p>	<p>Maruyama & Ryan (2014). Chapter. 4: Roles and Relations among Researchers, Practitioners, and Participants in Engaged Research (pp. 81-103). Paris, D. (2011). 'A friend who understand fully': notes on humanizing research in a multiethnic youth community. <i>International Journal of Qualitative Studies in Education</i>, 24(2), 137-149. Patel, L (2016) Educational Research as a Site of Coloniality. <i>Optional:</i> Berbary, L. A. (2014). Too good at fitting in: methodological consequences and ethical adjustments. <i>International Journal of</i></p>
<p>1 Writing Workshop II: Literature Review 3 Draft *</p>	<p>Moss & Haertel (2017). Engaging Methodological Pluralism. <i>In Handbook of Research on Teacher Education</i>. <ul style="list-style-type: none"> • Read pp. 1-16. • Read two (2) methodological traditions (MTs) that are of interest to you. </p>

Each person in your group should bring a hard copy of your literature review.

<p>1 Methodological Pluralism: 4</p>	<p>Moss & Haertel (2017). Engaging Methodological Pluralism. <i>In Handbook of Research on Teacher Education</i>.</p> <ul style="list-style-type: none"> • Read Sections 3-6. • Bring to class a peer reviewed research article on education that uses one of the MTs you chose.
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DUE: Literature Review

No Class for Thanksgiving Break

<p>1 Developing a Conceptual Framework 5</p>	<p>Moss & Haertel (2017). Logic of Inquiry. In Engaging Methodological Pluralism. <i>In Handbook of Research on Teacher Education</i>.</p>
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Each person in your group should bring a hard copy of your conceptual framework and research design

[Course Learning Outcomes](#)

1. *Knowledge:* What do we mean by research in education?

- a) Understand the empirical, theoretical, and practical dimensions of research on educational practices and contexts.
- b) Differentiate among assessment, program review, evaluation, planning, and research as well as the methods appropriate to each [from ACPA/NASPA joint standards]
- c) Develop an approach to research design and methodological pluralism

2. *Application:* How can I apply this course content toward professional practice?

- a) Assess and critique course readings
- b) Discuss the key course reading concepts to inform and guide your research and professional practice
- c) Identify new conceptual ideas related to research in education

3. *Integration:* How can I create links between the course material and other graduate coursework?

- a) Relate course materials to other graduate level courses
- b) Relate key concepts across the topics covered in this course
- c) Connect key course concepts to professional scenarios

4. *Interaction*: How will I engage in and with research as an education practitioner?

- a) Emerge as a critical consumer of research literature
- b) Strengthen ability to interact and communicate with other education and social science researchers.
- c) Practice ongoing reflection about the role of identities and positionalities for professional practice in education research.

5. *Engagement*: Are my professional and research interests strengthened through this course?

- a) Consider rudimentary strengths and limitations of various methodological AER approaches in the application of findings to practice in diverse institutional settings and with diverse student populations. [NASPA/ACPA Joint Standards]
- b) Strengthen motivation for your research and professional interests
- c) Develop a critical perspective about the assumptions that underlie work on your topic
- d) Value contributions of the community of scholars that discuss your topic

Assignment Descriptions w/ Rubrics

Individual Annotated Bibliography

This exercise builds extensively off chapters 2 and 4 in *The Literature Review*. You will search the literature, catalogue your findings, arrange the information you find to build evidence, and map an argument of discovery. At minimum, the annotated bibliography should contain ten peer reviewed articles on research related to your topic of interest. This can include published and peer reviewed literature reviews. In the early stages this may be broad, and as you develop your research questions the scope of your topic may narrow.

Annotated Bibliography Rubric

- Contains at least ten peer reviewed research articles broadly relevant to the topic of the interest. (1)
- Relevant aspects of each study are described including sample, data procedures, and findings. (2)
- Limitations for each article are identified. (1)
- Grammatical errors are minimized and appropriate APA formatting is used for references; Copies of the Machi & McEvoy materials are included in the appendix. (1)

Peer Rubrics

Peer rubrics will be distributed in class during writing workshops. These rubrics will be used as a guide to help you provide focused feedback to your peers on their writing projects. After class, you will submit the rubric through the course website. If you miss a class during which peer rubrics are completed, you will be provided an alternative assignment.

Institutional Review Board (IRB) Human Subject Certification

The Institutional Review Board at most institutions requires researchers to complete a course on ethics and safety in human subject research. Once this course is completed, you can submit projects to the IRB for ethics review. You can also be added to existing projects that already have IRB approval. You can access the course here: <https://research-compliance.umich.edu/peerrs-human-subjects-research-protections-course-details>. The course takes about 3 hours, on average. It can be completed at any point in the semester leading up to week 11. This is an individual assignment.

Individual Subjectivity Statement

From Preissle (2008), p. 2:

The purpose of a subjectivity statement is (1) to help researchers identify how their personal features, experiences, beliefs, feelings, cultural standpoints, and professional predispositions may affect their research and (2) to convey this material to other scholars for their consideration of the study's credibility, authenticity, and overall quality or validity. Researcher subjectivities may bias, unbalance, and limit endeavors, but they may also motivate and illuminate inquiry.

Building off the two autobiographical activities we completed on the first day of class, you will write a brief (2-3 pages) subjectivity statement describing your relationship as a researcher to your subjects and your topic. This will be included in your final group project in the appendix.

- Identifies how your “personal features, experiences, beliefs, feelings, cultural standpoints, and professional predispositions may affect their research” (Preissle, 2008, p. 2). (2)
- Identifies factors that might influence “credibility, authenticity, and overall quality or validity” as well as factors that can motivate or illuminate inquiry (ibid). (2)
- Grammatical errors are minimized and appropriate APA formatting is used throughout. (1)

Book Club & Research Proposal Project

Your primary task in this class is to explore research in its various and capacious forms. There are too many approaches to methodology for us to cover in one course. Instead, we will develop a research mindset that will allow us to learn methodologies to explore whatever questions

might arise. This means you will learn a lot about research design and a little bit about various research methodologies. Your main deliverable in this class is a collaborative research project proposal that pursues a question you care about in higher education. To that end, for the middle third of this course, you will meet weekly with a group to read and reflect on a book length work that could inform your project.

You'll note none of these groups are specifically focused on Diversity, Inclusion, Justice, and Equity as a topical area. That's because each text was selected because it substantively takes up questions of dije. Dr. Stewart's work, for example, considers in his words, students on the margins of the margins. Dr. Hamilton's study of organizational change and stratification highlights the racial consequences of underfunding public institutions.

Book Club Facilitation

Each week you will meet and discuss the assigned readings from your book club selection. This will occur for the first thirty minutes of class each week. For those thirty minutes, one (or more depending on your group size) club member will facilitate discussion. Facilitators will be required to submit 2 reflection questions the afternoon before we meet. You will also receive supplemental questions from the instructor. You should appoint a group member to take notes, and ensure that these notes are uploaded to your group Canvas site for future reference.

Group Assignments

Group Research Narrative

The research narrative is the intermediary step between the annotated bibliography and the literature review. This assignment builds off the activities contained in chapters 3 and 5 in *The Literature Review*. Your objective is to take what you outlined in the annotated bibliography and transform that into a 5-7 page narrative describing what is known and what is unknown about your topic as it relates to education.

- Provides an overview of what is known about your topic (2).
- Offers an argument that motivates the potential research study (1).
- Claims are based on evidence or on the need to address gaps in knowledge (1).
- Grammatical errors are minimized and appropriate APA formatting is used for references; Copies of the Machi & McEvoy materials are included in the appendix. (1)

Group Literature Review

The literature review will be based on your annotated bibliography, your research narrative, and the tasks you completed from the Machi & McEvoy book. Any tasks you

were assigned to prepare from the Machi & McEvoy text should be included in the appendix. Other relevant materials like drafts, peer feedback rubrics, or the matrices you created to organize your data and surface your arguments should also be attached. We will discuss the literature review extensively during class.

Literature Review Rubric

- Provides a brief survey of the relevant literature on the topic of interest. (7)
- Provides a critique of the literature, methods, and relevant findings. (10)
- Literature review is well written and avoids grammatical errors, follows APA guidelines (4)
- Appendix of literature review contains supplemental material from assigned tasks from Machi & McEvoy. (4)

Collaborative Research Proposal

The final research proposal is an opportunity for you to bring together everything that you have learned in this course to offer a potential project for future investigation. This project builds on your understanding of the literature related to your topic of interest, our review of different methodological traditions, and our emerging understanding of research design. The final project should be no more than 25 pages, not including your already completed literature review and subjectivity statement(s). As a rough guideline, sections worth 5 points should be about 2-3 pages and sections worth 15 points should be 6-9 pages.

Research Proposal Rubric

- Problem Statement and Research Questions (5 pts)
 - The problem/mystery/controversy is identified. (1)
 - Relationship to (higher) education contexts, practices or policies is explained. (1)
 - The motivation behind the research is made clear. (1)
 - Research questions are appropriately scoped (e.g. manageable in one project, connected to the methods, flow clearly from the research problem). (3)
- *Literature Review (completed in week 11)*
 - See above
- Rationale for Conceptual Framework (15 pts)
 - The research design and conceptual framework builds on the argument made in the literature review (3).
 - The framework provides broad categories for potential data collection or analysis. These categories are connected to either findings in the current literature or gaps in the literature identified during the review (4).
 - The components of the conceptual framework are clearly stated (4).

- Connections among concepts are explicit. They may not be causal, but their relationship to each other is specified; this may include a concept map to help orient the reader (3).
- Study population/focus of inquiry is identified and connected to the research design and conceptual framework (1).
- Methodology (15 pts)
 - Relevant methodological traditions to be used in the study are outlined for a reader unfamiliar with the approach. Applications in relevant studies are referenced (if applicable; 7).
 - Data collection and analysis procedures are described (4).
 - Threats to validity and limitations of the methodological approach are described (4).
- *Appendix: Subjectivity Statement* (5 pts)
 - See above.
- Abstract, References, Appendices, APA (5 pts)
 - Abstract of less than 200 words is included (2).
 - Document is appropriately formatted using APA guidelines. References to all works cited are included (3).

Each group will select one of the following texts. You *do not need to be in a specific concentration area to choose one of the books.*

Focal Area	Research Text	Methodology
Student Access and Success	Xueli Wang (2020). On My Own: The Challenge and Promise of Building Equitable STEM Transfer Pathways.	Mixed Methods
	Amanda Tachine (2022). Native Presence and Sovereignty in College : Sustaining Indigenous Weapons to Defeat Systemic Monsters.	Story Rug
	Terah Jay Stewart (2021). Sex Work on Campus	Narrative Inquiry

Public Policy	Barrett Taylor and Brendan Cantwell (2015). Unequal Consequences: Wealth, Status, and Student Opportunity	Inferential Statistics
	Robert Rhoades et al., (2014). China's Rising Research Universities: A New Era of Global Ambition	Case Studies
	Eddie Cole (2020). Campus Color Lines: College Presidents and the Struggle for Black Freedom	Historical Research
Management and Organization	Laura Hamilton (2021) Broke: The Racial Consequences of Underfunding Universities.	Case Studies
	Julie Posselt (2020). Equity in Science: Representation, Culture, and the Dynamics of Change in Graduate Education	Case Studies
	Sarah Ahmed (2021). Complaint!	Rhetoric

As part of your book group you will surface interesting strategies, identify how researchers answered their questions, and develop some initial ideas for how you will engage in research as a scholar practitioner.