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**EDUC 561**  
**Introduction to Higher Education**  
**Fall 2013**  
**Mondays, 1 – 4 pm**  
**Room SEB 2229**

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Professor

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### **OVERVIEW OF THE COURSE**

The course is designed to introduce students who are new to the study of Higher Education to the field. It focuses on a few overarching questions that allow us to survey the enduring features of higher education as well as its evolutions: What is the purpose of college? Who is college for? Who has a stake in higher education? How do we ensure the quality of higher education?

We begin the course with an overview of the history and evolution of higher education in the United States, with particular attention to the question of the purposes that college and universities serve: what are their goals, who should they serve, what should be studied? In the early part of the course, we will also discuss the structure of the higher education enterprise in the U.S., especially the diversity of types of higher education institutions in the U.S. and their relationships with the federal and state governments.

In the next section of the course, we continue the theme of diversity, but now adding information – and reflection – on student populations. We will read Ann Mullen’s *Degrees of Inequality* as we consider differences in students’ access to higher education, their educational

experiences, and the outcomes they obtain. In these class sessions, we will explore how personal characteristics – gender, race/ethnicity, and socioeconomic status – influence students' access to higher education, the experiences they have in college, and degree attainment.

Understanding the U.S. educational system also requires that we understand the roles of college and university faculty, including how their work differs based on the type of institution in which they work. Later in the course, we will examine faculty roles and responsibilities and how these have changed over time, focusing in particular on the origins and purpose of the tenure system and the concept of academic freedom. We also examine the growing use of non-tenure line, fixed-term faculty in U.S. colleges and universities. Changes in faculty roles are intimately related to changes in the financing of higher education and the nature of students' learning experiences.

As the course concludes the various topics we have covered are brought into dialogue as we explore the relationships (and tensions) between higher education institutions and external stakeholders (e.g., the general public, legislators, prospective students). This discussion will situate colleges and universities in a larger societal context and return us to questions of purpose and mission by focusing our attention on the question of educational quality and the criteria used to evaluate higher education institutions.

We will supplement our course readings and discussions with campus visits to two higher education institutions in Michigan to understand how these institutions conceive their missions and purposes and the administrative and educational questions these conceptions raise. One of these visits will take place on a Monday afternoon (during class time). The other will be scheduled during the Practicum course.

**COURSE OBJECTIVES:**

- To understand the chief characteristics and functions of U.S. higher education
- To consider the range of stakeholder perspectives on U.S. higher education
- To think critically about current issues in U.S. higher education (primarily) and worldwide, their historical precedents and discontinuities, and their implications
- To explore a topic of professional interest through the study of a college or university program or intervention
- To learn about and understand the goals, norms, and practices of graduate education at the University of Michigan

**TEXTS AND REQUIRED READINGS:**

***Required:***

Altbach, P. G., Gumport, P. J., & Berdahl, R. O. (2011). *American Higher Education in the Twenty-First Century: Social, Political, and Economic Challenges* (Third Edition). Baltimore: Johns Hopkins University Press.

Mullen, A. L. (2010). *Degrees of Inequality: Culture, Class, and Gender in American Higher Education*. Baltimore: Johns Hopkins University Press.

**Additional Readings:**

On CTools course website (<https://ctools.umich.edu/portal> )

**EXPECTATIONS AND REQUIREMENTS:**

**Learning Community Expectations:** All participants in this course are members a learning community. Our primary commitment is to learn from each other, from course materials, and from our work. While we acknowledge differences in our backgrounds, skills, interests, values, scholarly orientations, and experiences we hope to create the type of learning environment that fosters success for all of its members. To this end, we ask that all members of our community:

- Share their energy, ideas, and experiences with the group
- Challenge themselves throughout the semester
- Know when to step up and when to step back in conversations
- Assume that others have positive motives and are doing the best that they can to learn from and engage with the material
- Look for the truth in what you oppose and the error in what you espouse
- Express disagreement with respect
- Respectfully use of technology, using laptops and other mobile devices for course work only.

**Class Participation:** This course requires your active engagement in class activities, including interactive lectures, pair and small group discussions, and other interactive activities. Our class discussions are an opportunity to raise questions, clarify understandings, challenge ideas and opinions constructively, and learn about others' perspectives. 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.

To participate effectively, please read and critically assess the arguments, practices, or ideas in the assigned texts before coming to class. I will provide a guide to the readings each week so that you can read with purpose. As you read, please note key points, pose questions, and connect or compare the ideas and concepts you encounter to help you prepare to actively participate in class. 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 reflect and talk meaningfully with your classmates about what you have read.

**Assignments:**

**Response Papers**

The early readings and discussions in this course will address different aspects of the higher education enterprise, with an emphasis on the organization, functions, and financing of higher

education in the U.S. To demonstrate your understanding of key features of higher education and their implications and consequences, you will write two response papers in which you use what you have learned from the readings to respond to a “prompt” (e.g., a short reading) assigned by the instructor.

Response papers provide opportunities to clarify your thinking about a given topic by reacting to a complex idea. How does this idea reflect, challenge, or extend the ideas we have read to date and discussed in class? How does it reflect, challenge or extend *your* ideas? For each paper, you will need to compare and/or contrast your thoughts with those of the author, as well as with those of other authors we have read, placing these ideas in a larger historical and/or social context. Your response papers should include:

1. a clear statement of the goals of your paper (e.g., what is the key point or argument you wish to address),
2. an argument supporting your ideas using the sources we have read as well as others if you wish to use them, and
3. an assessment of the strengths and weaknesses of all relevant arguments (including your own).

Your response paper should be no more than 6 double-spaced pages (excluding title page and references) in 12 point Times Roman (or an equivalent font). They are due on the dates listed in the next section. ***Each response paper will count for 25% of your final grade.***

### **Course Project on a Program or Intervention (Multiple Components)**

Your course project consists of two major components: an individual paper and a team poster presentation on a college or university program or intervention of your choice. This project is an ideal opportunity to do an “environmental scan” of a functional area in higher education (e.g., residence life, judicial affairs, fundraising, academic support, research management) that is of professional interest to you, to identify major trends in that area, and to learn about practitioners who are doing innovative work.

The choice of program or intervention is up to you and your team, but it must be approved by your instructors. It is essential that you choose a program or intervention that has been the subject of research or evaluation studies so that you can review the evidence of the impact of this program or intervention. Many options are possible and we will be happy to talk about your ideas with you. Here are two examples. If you are interested in ensuring that more women enter and complete science degrees, you might study living-learning communities for women in the sciences. If you are concerned about the lack of understanding of financial aid among low-income students, you might identify and examine a program or intervention designed to provide this information. We’ll also examine some recent interventions in class to help you with this assignment.

For your paper and team poster you will describe this program/intervention (in different levels of detail), identify an institutional context in which you think the intervention might be

successfully applied (e.g., an urban community college), and justify your recommendations about the implementation (and perhaps modification) of the program/intervention in that setting. Your poster will present the most important elements of what you have learned, as a group, about this program or intervention so that others can benefit from your work and thinking. We will do a “poster session” on the last day of class so that you can present your own work but also learn about your classmates projects.

*Project Requirements:*

1) Project Proposal (submit as a team): We will discuss the project groups in class before you form teams and choose a program/interaction. To ensure you get an early start on the project, your team is required to provide a one-page description of your chosen program/intervention by October 11<sup>th</sup>. In your proposal, please briefly describe the program/intervention, provide references (in APA style) no less than five research-based resources related to the program or intervention, as well as least two additional resources that are relevant to your exploration of this topic. In addition to books and journal articles, you may want to consult conference papers presented at professional association meetings (e.g., NASPA, ACUHO-I, AERA, AIR, Association of Fundraising Professionals).

2) Draft of Problem Statement and Relevant Literature (submit as team): To clarify the scope of your problem and to ensure that you are reviewing the relevant literature in sufficient depth, your team will submit a draft of the problem statement and discussion of the relevant research literature on Friday, November 15. We will provide feedback to you before Thanksgiving break. We will provide a rubric for the components of your final paper, but in general, your problem statement should situate the problem in a larger context so that readers understand why it is important. Your discussion of the literature should be succinct but provide sufficient detail so that readers understand the study itself and the key results. Suggested length for problem statement is 1 to 2 pages; for the literature discussion, 3 to 5 pages. These components will be incorporated (perhaps with revisions) into your final individual paper.

3) Poster: Your poster project should be designed for a general audience. Frequently, practitioners in higher education are called upon to communicate their work to a broad audience with varying levels of familiarity. The goal of this poster presentation is to help you hone your skills in communicating effectively and efficiently. We will distribute a handout with tips and ideas for designing your poster presentation. CSHPE will pay for the cost of printing your poster at a local print shop. We will provide further information later in the term.

4) Individual Paper: Your final paper is your opportunity to reflect on what you have learned and use that learning to create a rationale for implementing the program or intervention you have identified in a particular institutional setting. The individual paper provides an opportunity for you to demonstrate your mastery of the literature you have consulted, to focus on aspects of the program/intervention and the problem it addresses, and to explore issues or dimensions that are particularly interesting to you. As a practitioner, you will be called upon to translate any empirically grounded interventions that you advocate to a specific context, whether you

work in a college or university, a community agency, a policy organization, or a state or federal agency. This is an opportunity to cultivate your problem-solving skill set.

Your paper should make logical and clear connections among the research literature, the relevant readings from the course, the existing intervention model, and the factors that make the type of institution you have chosen distinct. In translating your intervention to a specific campus environment, you will need to reflect on the structure and form of the institution, its resources and characteristics, the organizational mission, and any other relevant factors.

### ***Instructions for Submitting Papers***

All written assignments should conform to APA (American Psychological Association, 6<sup>th</sup> Edition) style for citations and references. They must be submitted by linking them to the appropriate "Assignment" tab on the CTools course site. In addition to the digital copy, you must hand in a hard copy of your paper, either in class or to the ED 561 box near the CSHPE mailboxes. Please note that the CSHPE office closes between 4 and 5 pm and is not open on weekends.

Please do not email your papers unless we have discussed this in advance. In addition, unless we have agreed in advance to an extension of the due date for your paper, late papers will be penalized ½ grade for every day that they are late. No extensions for Posters will be granted.

### ***Writing Resources***

Your papers require that you not only summarize ideas you've read, but that you make and defend arguments and/or recommendations. If writing papers in which you state your point of view is unfamiliar to you, or if you haven't done it in a while, please read the short section of the following chapter, posted in the Other Resources folder on CTools.

Belcher, W. (2009). Excerpt from Week 3: Advancing your argument. *Writing your journal article in 12 weeks: A guide to academic publishing success*. Thousand Oaks, CA: Sage Publications.

If you need assistance with grammar and organization, the Sweetland Center for Writing is an excellent resource for graduate students: <http://www.lsa.umich.edu/sweetland/>.

An **Assessment Rubric** for each graded assignment will be posted in the Rubrics Folder on CTools before the assignment is due. The rubric states the evaluation criteria that will be used to grade your work and levels of performance that distinguish acceptable, good, and excellent work. A copy of the rubric will be returned to you with feedback for each assignment.

### **SPECIAL NEEDS:**

Students with disabilities that affect their ability to participate fully in the course or who require special accommodations are encouraged to speak with me as soon as possible so that appropriate arrangements can be made.

If, during the course of the term, circumstances interfere with your ability to fully participate in the class, please see me so that we can determine how best to help you.

**DUE DATES:**

All assignments for the course are due on the dates posted in this syllabus. If you have a pressing commitment that requires an extension of one of these dates, please let me know as soon as possible so that we can negotiate an alternative date with me in advance of the due date. Late assignments will only be accepted if we have discussed them in advance.

Incomplete or deferred grades for the course (incompletes) will be awarded only under extraordinary circumstances. Please arrange a time to talk with me to discuss the need for a deferred grade. Due dates for deferred assignments will be determined through discussion.

<b><u>Assignment</u></b>	<b><u>Due Date</u></b>	<b><u>% of Grade</u></b>
Response Paper 1	9/27 (Friday, by 5 pm)	25%
Group Project Proposal	10/11 (Friday, by 4 pm)	credit
Response Paper 2	10/18 (Friday, by 4 pm)	25%
Draft Problem Statement/Literature Review	11/15 (Friday, by 4 pm)	credit
Poster presentation	12/4 (presented 12/9)	20%
Theory/Intervention/Context paper	12/13 (Friday, by 4 pm)	30%

**EVALUATION CRITERIA:**

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

- demonstration of complex understanding of subject, indicated by quality of analysis, argumentation, and elaboration of important ideas;
- knowledgeable and effective use of literature to support claims;
- organization (logical progression of ideas and arguments);
- clear and engaging (written or oral) presentation;
- balanced and critical discussion of ideas or arguments.

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

A	3.6–4.0
A-	3.3-3.59
B+	2.9-3.29
B	2.5-2.89
C	2-2.49
D	1-1.99
F	0-1.0

**Rewrite Policy:** Students who receive a grade less than “B” on either Response Paper may rewrite one of these papers. *A rewrite does not guarantee an increase in your grade.* To improve your grade, you must demonstrate significant improvement by addressing the instructors’ comments. Rewriting typically requires attention to the conceptualization, content,

and organization of a paper. It may also require attention to synthesis, evaluation, and/or analysis of information. Credit lost due to lateness cannot be regained through rewriting.

Please inform Lisa if you plan to do a rewrite and set up a time to discuss the feedback you received on your paper with me or Michael before you begin. **Rewrites will be accepted until Friday, November 29. Please provide a digital and a hard copy of your rewritten paper to me or Michael.**

**ACADEMIC INTEGRITY:**

All students are expected to comply with the Rackham Graduate School Policy on Academic Integrity (see link below). 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 consult the “addendum” to the Rackham statement, which defines the forms of academic dishonesty or bring your question to me.

Rackham Policy on Academic Integrity:

[http://www.rackham.umich.edu/policies/academic\\_and\\_professional\\_integrity/statement\\_on\\_academic\\_integrity/](http://www.rackham.umich.edu/policies/academic_and_professional_integrity/statement_on_academic_integrity/)

Before handing in your first paper, please read the following chapter (posted in the Other Resources folder on CTools) to ensure that you properly use and cite the work of other scholars.

Charles Lipson (2004). Plagiarism and academic honesty. In *Doing honest work in college: How to prepare citations, avoid plagiarism, and achieve real academic success* (pp. 32-48). Chicago: University of Chicago Press.

**CLASS SESSIONS, TOPICS, AND READINGS**

Class Sessions: Topical Focus	Readings
<p><b>September 9</b>  <b>Session 1</b>  <b>Course Introduction</b></p> <ul style="list-style-type: none"> <li>• Higher Education as a field of study</li> <li>• Course overview               <ul style="list-style-type: none"> <li>○ The Big Questions</li> <li>○ Expectations -- community and assignments</li> </ul> </li> </ul>	<p>Penrose, A. M., &amp; Geisler, C. (1994). Reading and writing without authority. <i>College Composition and Communication</i>, 45(4), 505-520.</p> <p>Dressel, P. L. &amp; Mayhew, L. B. (1974. Emergence of the field. <i>Higher Education as a Field of Study</i> (pp. 1 – 31). San Francisco: Jossey-Bass.</p> <p><i>Recommended follow-up reading (distributed in class):</i>            Cain, T. (2007). Advancing the Field: Fifty Years of the Center for the Study of Higher and Postsecondary Education at the University of Michigan.</p>

<p><b>September 16</b>  <b>Session 2</b>  <b>Purposes of Higher Education</b></p> <ul style="list-style-type: none"> <li>• What is college for?</li> <li>• The diversity of institutional types/missions in U.S. higher education</li> </ul>	<p>Bowen, H. (1977). Goals: The intended outcomes of higher education. <i>Investment in learning: The individual and social value of American higher education</i> (pp. 31-59). San Francisco: Jossey-Bass.</p> <p>Kezar, A. (2004). Obtaining integrity? Reviewing and examining the charter between higher education and society. <i>Review of Higher Education</i>, 27(4), 429-459.</p> <p>McCormick, A.G., &amp; Zhao, C.M. (2005). Reframing the Carnegie classification. <i>Change</i>, 37(5), 51-57.</p> <p>Updated Carnegie Classifications™ Show Increase in For-Profits, Change in Traditional Landscape (2011).  <a href="http://www.carnegiefoundation.org/newsroom/press-releases/updated-carnegie-classifications">http://www.carnegiefoundation.org/newsroom/press-releases/updated-carnegie-classifications</a></p> <p><i>Basic Carnegie Classification: Description and Tables</i>  <a href="http://classifications.carnegiefoundation.org/descriptions/basic.php">http://classifications.carnegiefoundation.org/descriptions/basic.php</a></p>
<p><b>September 23</b>  <b>Session 3</b>  <b>Historical Foundations: How did we get here?</b></p> <ul style="list-style-type: none"> <li>• Overview of American higher education history: Changes in Missions, Structures, Curricula, and Populations</li> </ul>	<p><b>RESPONSE PAPER DUE on Friday, 9/28</b></p> <p>Altbach, P. G., (2005). Patterns of Higher Education Development. In P. G. Altbach, P. J. Gumpert, &amp; R. O. Berdahl (Eds.). <i>American higher education in the twenty-first century</i> (3<sup>rd</sup> ed.) (pp. 15-36). Baltimore: The Johns Hopkins University Press.</p> <p>Geiger, R. L. (2005) The Ten generations of American higher education. In P. G. Altbach, P. J. Gumpert, &amp; R. O. Berdahl (Eds.). <i>American higher education in the twenty-first century</i> (3<sup>rd</sup> ed.) (pp. 37-68). Baltimore: The Johns Hopkins University Press.</p> <p>Scott, J. C. (2006). The Mission of the University: Medieval to Postmodern Transformations. <i>Journal of Higher Education</i>, 77 (1), 1-39.</p>
<p><b>September 30</b>  <b>Session 4</b>  <b>American Higher Structure and Form</b></p> <ul style="list-style-type: none"> <li>• Federal and state relations</li> <li>• Governance (Boards of Trustees, Faculty)</li> </ul>	<p>Altbach, P.G. (2001) The American academic model in comparative perspective. In P.G. Altbach, P.J. Gumpert, B.D. Johnstone, (Eds.). <i>In defense of American Higher Education</i>. (pp. 12-37). Baltimore: John Hopkins University Press.</p> <p>Ehrenberg, R. G. (2000). Chapter 2: Who is in charge of the university? <i>Tuition rising: Why college costs so much</i> (19 – 31). Cambridge: Harvard University Press.</p> <p>Mumper, M., Gladieux, L. E., King, J. E., &amp; Corrigan, M. E. (2005). The federal government and higher education. In P. G. Altbach, P. J. Gumpert, &amp; R. O. Berdahl (Eds.). <i>American higher education in the twenty-first century</i> (3<sup>rd</sup> ed.) (pp. 113-138). Baltimore: The Johns Hopkins University Press.</p> <p>McGuinness, A. C. (2005). The states and higher education. In P. G. Altbach, P. J. Gumpert, &amp; R. O. Berdahl (Eds.). <i>American higher education in the twenty-first century</i> (3<sup>rd</sup> ed.) (pp. 139-</p>

	<p>169). Baltimore: The Johns Hopkins University Press.</p> <p>Tierney, W. G. &amp; Hentsche, G. C. (2007). Growth, demand, and purpose in higher education. <i>New players, different game: Understanding the rise of for-profit colleges and universities</i> (pp.185-200). Baltimore: Johns Hopkins University Press.</p>
<p><b>October 7</b> <b>Session 5</b> <b>Higher Education Finance</b></p> <ul style="list-style-type: none"> <li>• Where does the money come from? Where does it go?</li> <li>• College/University budgeting</li> <li>• The “cost disease”</li> </ul>	<p><b>Team Proposal for Course Project Due Friday, October 11</b></p> <p><b>Guest Speaker:</b> Alfred Franzblau, M.D., Vice Provost for Academic and Budgetary Affairs, University of Michigan</p> <p>Bowen, W.G. (2012). The ‘Cost Disease’ in higher education: Is technology the answer? <i>The Tanner Lectures</i>. Lecture conducted at Stanford University in Palo Alto, CA.</p> <p>Courant, P.N. and Knepp, M. (2008). Budgeting with the UB Model at University of Michigan.</p> <p>Johnstone, D. B. (2011). Financing higher education: Who should pay? In P. G. Altbach, P. J. Gumport, &amp; R. O. Berdahl (Eds.). <i>American higher education in the twenty-first century</i> (3<sup>rd</sup> ed.) (pp. 315-340). Baltimore: The Johns Hopkins University Press</p> <p>Ehrenberg, R. G. (2000). Chapter 1: Why do costs keep rising at selective private colleges and universities? <i>Tuition rising: Why college costs so much</i> (3-18). Cambridge: Harvard University Press.</p> <p>Suppiano, B. (2012, March 18). Hey Students, Your Education Costs More Than You Think. <i>Chronicle of Higher Education</i>. Retrieved July 7, 2012 from <a href="http://chronicle.com/article/Hey-Students-Your-Education/131231/">chronicle.com/article/Hey-Students-Your-Education/131231/</a></p> <p>Woodhouse, K. (2013). 10 Things you should know about UM’s multibillion dollar endowment. Retrieved from <a href="http://www.annarbor.com/news/10-things-to-know-about-the-university-of-michigans-endowment/">http://www.annarbor.com/news/10-things-to-know-about-the-university-of-michigans-endowment/</a></p> <p><b>For Further Reading:</b></p> <p>Duderstadt, J. J. &amp; Womack, F. W. (2003). Financing the public university. <i>The future of the public university in America</i>. Chapter 6, pp. 100-129.</p>
<p><b>October 14 - Fall Break</b></p>	<p><b>RESPONSE PAPER DUE Friday, October 18</b></p>
<p><b>October 21</b> <b>Session 6</b> <b>Students in American Higher Education</b></p> <ul style="list-style-type: none"> <li>• The U.S. student population: demographics and characteristics</li> <li>• Baccalaureate degree attainment</li> </ul>	<p>Bowen, W. G., Chingos, M. M., &amp; McPherson, M. S. (2009). <i>Crossing the finish line: Completing college at America’s public universities</i>. Princeton, NJ: Princeton University Press.</p> <ul style="list-style-type: none"> <li>• Chapter 1: Educational attainment: Overall trends</li> <li>• Chapter 2: Bachelor’s degree attainment on a national level</li> </ul> <p>Goldrick-Rab, S. &amp; Cook, M. A. E. (2011). College students in changing contexts. In P. G. Altbach, P. J. Gumport, &amp; R. O. Berdahl (Eds.). <i>American higher education in the twenty-first</i></p>

	<p><i>century</i> (3<sup>rd</sup> ed.) (pp. 254-278). Baltimore: Johns Hopkins University Press.</p> <p>Leonhardt, D. (2013). A simple way to send poor kids to college. Retrieved from <a href="http://www.nytimes.com/2013/03/31/opinion/sunday/a-simple-way-to-send-poor-kids-to-top-colleges.html?pagewanted=all">http://www.nytimes.com/2013/03/31/opinion/sunday/a-simple-way-to-send-poor-kids-to-top-colleges.html?pagewanted=all</a></p> <p>Sander, L. (2013). Students are ever more focused on jobs. Retrieved from <a href="http://chronicle.com/article/Freshman-Survey-This-Year/136787/">http://chronicle.com/article/Freshman-Survey-This-Year/136787/</a></p>
<p><b>October 28</b> <b>Session 7</b> <b>Access to Higher Education</b></p> <ul style="list-style-type: none"> <li>Influences on college access and choice</li> </ul>	<p>Mullen, A. L. (2010). <i>Degrees of inequality: Culture, class, and gender in American higher education</i>. Baltimore: Johns Hopkins University Press.</p> <p>Introduction (pp. 1-15)          Note on Methodology (pp. 225-227)          Chapter 1: Yale and Southern (pp. 16-30)          Chapter 2: The High School Years (pp. 31-70)          Chapter 3: Deciding to Go to College (pp. 72-83)          Chapter 4: Choosing Colleges (pp. 82-117)</p>
<p><b>November 4</b> <b>Session 8</b> <b>The Student Experience in College</b></p> <ul style="list-style-type: none"> <li>Social and academic experiences: race/ethnicity, class and gender</li> <li>Institutional differences in experiences</li> </ul>	<p>Mullen, A. L. (2010). <i>Degrees of inequality: Culture, class, and gender in American higher education</i>. Baltimore: Johns Hopkins University Press.</p> <p>Chapter 5: Going to College (pp. 118-155)          Chapter 6: Majors and Knowledge (pp. 156-204)          Conclusion (205-223)</p> <p>Morest, V.M. (2013). Transitioning to College. In <i>Community college student success: From boardroom to classrooms</i> (pp. 17-32). New York: Rowan and Littlefield.</p> <p>Suppiano, B. (2013). College and class: Two researchers study inequality, starting with one freshman floor. Retrieved from <a href="http://chronicle.com/article/CollegeClass/138223/">http://chronicle.com/article/CollegeClass/138223/</a></p>
<p><b>November 11</b> <b>Session 9</b> <b>College Outcomes</b></p> <ul style="list-style-type: none"> <li>Can college live up to everyone's expectations?</li> <li>The tension between liberal and professional education</li> </ul>	<p><b>Problem Statement/Literature Due Friday, 11/15</b></p> <p>Lagemann, E.C. (Spring 2003). The challenge of liberal education: Past, present, and future. <i>Liberal Education</i>. Retrieved from <a href="http://www.aacu.org/liberaleducation/le-sp03/le-sp03feature.cfm">http://www.aacu.org/liberaleducation/le-sp03/le-sp03feature.cfm</a></p> <p>Rowley, L. L. &amp; Hurtado, S. The non-monetary benefits of undergraduate education. In Lewis, D. R. &amp; Hearn, J. (Eds.). <i>The public research university: Serving the public good in new times</i> (pp. 207-229). Lanham, MD: University Press of America.</p> <p>Sparks, E. &amp; Waits, M. J. (2011). <i>Degrees for what jobs? Expectations for universities and colleges in a global economy</i>. Washington, DC: National Governors' Association.</p> <p>Schneider, M. (2012, Oct. 26). States have an opportunity to</p>

	<p>inform colleges and students. <i>Chronicle of Higher Education</i>, p. A32.</p> <p>Strohl, J. (2012, Oct. 26). A solid base for making sound decisions. <i>Chronicle of Higher Education</i>, p. A33.</p> <p>Schneider, C. G. (2012, Oct. 26). The narrowing of the American mind. <i>Chronicle of Higher Education</i>, p. A32.</p>
<b>November 18 - Campus Visit</b>	<b>Jackson Community College Campus Visit</b>
<p><b>November 25</b> <b>Session 11</b> <b>The Professoriate</b></p> <ul style="list-style-type: none"> <li>• Faculty roles and responsibilities</li> <li>• Changing profile of the faculty</li> <li>• Academic freedom and tenure</li> </ul>	<p>O’Neil, R. (2011). Academic freedom: Past, present, and future. In P. G. Altbach, P. J. Gumport, &amp; R. O. Berdahl (Eds.). <i>American higher education in the twenty-first century</i> (3<sup>rd</sup> ed.) (pp. 88-110). Baltimore: The Johns Hopkins University Press.</p> <p>Altbach, P. G. (2011). Harsh Realities: The professoriate in the twenty-first century. In P. G. Altbach, P. J. Gumport, &amp; R. O. Berdahl (Eds.). <i>American higher education in the twenty-first century</i> (3<sup>rd</sup> ed.) (pp. 227-253). Baltimore: The Johns Hopkins University Press.</p> <p>American Association of University Professors. 1940 Statement of Principles on Academic Freedom and Tenure with 1970 Interpretive Comments. Washington, DC: AAUP.</p> <p>Waltman, J., Bergom, I. Hollenshead, C., Miller, J. &amp; August, L. (2012). Factors contributing to job satisfaction and dissatisfaction among non-tenure track faculty. <i>The Journal of Higher Education</i>. 83(3), 411-434.</p> <p>Examples of <u>Current Issues</u> articles to be added</p>
<p><b>December 2</b> <b>Session 12</b> <b>External Constituencies</b></p> <ul style="list-style-type: none"> <li>• External stakeholders</li> <li>• Quality assurance</li> <li>• Accountability</li> </ul>	<p>Bastedo, M. (2011) Should we care about rankings. <i>Oberlin Alumni Magazine</i>, 106(3).</p> <p>Parry, M., Field, K., and Supiano, B. (2013, July 19). In focus: the Gates Foundation. <i>The Chronicle of Higher Education</i>. Retrieved from <a href="http://chronicle.com/article/The-Gates-Effect/140323/">http://chronicle.com/article/The-Gates-Effect/140323/</a></p> <p>Harcelroad, F. F. &amp; Eaton, J. S. (2011). The hidden hand: External constituencies and their impact. In P. G. Altbach, P. J. Gumport, &amp; R. O. Berdahl (Eds.), <i>American higher education in the twenty-first century</i> (3<sup>rd</sup> ed.) (pp. 195-224). Baltimore: The Johns Hopkins University Press.</p> <p>Smith, D. (2011). The diversity imperative: Moving to the next generation. In P. G. Altbach, P. J. Gumport, &amp; R. O. Berdahl (Eds.). <i>American higher education in the twenty-first century</i> (3<sup>rd</sup> ed.) (pp. 465-490). Baltimore: The Johns Hopkins University Press.</p> <p>Volkwein, J. F., Lattuca, L. R., Caffrey, H. S., &amp; Reindl, T. (2003). <i>What Works to Ensure Quality in Higher Education</i></p>
<b>December 9</b> <b>Session 1</b>	<b>FINAL PAPER DUE on Friday, December 13 by 4 pm</b> <b>Poster Session TODAY</b>

