**HIED 8950: Introduction to Higher Education**

**Seminar: M.Ed.**

**Instructor Information**

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Office hours: By appointment

**Course Time and Location**

Wednesdays, 5:00pm – 7:50pm

Haley Center 2435

**Course Description**

This course is designed to introduce graduate students to major ideas in the study of higher education in the United States. The class will provide an overview of the organization and structure of American higher education, highlight key concepts and issues, and introduce students to main themes in the field. As such, it will help situate future coursework and studies in the program.

**Course Objectives**

By the end of the course,

* Students will form the foundation of skills necessary to succeed in graduate level courses including reading and critiquing scholarly articles, academic writing, and contributing to discussion of course readings and professional experiences.
* Students will gain exposure to key trends and current issues in the field of higher education and the interdisciplinary and applied nature of this field of study.
* Students will be able to describe the key components of facilitating organizational change with respect to student affairs, administration, and research related to colleges and universities.
* Students will be socialized into the field of higher education, including discussions of professional association, the publishing process, and involvement in institutional governance processes.
* Students will be able to plan out their respective graduate school journeys, including career exploration, course selection, and internship placements.

**Required Texts**

The following book is required. Additional material will be distributed electronically.

Bastedo, M. N., Altbach, P. G., & Gumport, P. J. (2016). American Higher Education in the Twenty-First Century: Social, Political and Economic Challenges. Fourth Edition. In *Johns Hopkins University Press.* Johns Hopkins University Press.

**Course Requirements and Evaluation**

**Class Attendance & Participation – 10 points**

This course is a discussion course, not a lecture. Each student is expected to attend each class session and contribute to discussions and course activities. There will be conversation each week about current events in higher education. To contribute to these discussions, students will need to stay up to date by reading higher education news sources. Participation includes students’ own, original contributions to the discussion and responding to students’ classmates and participating

in any group activities.

**Discussions on Canvas - 20 points**

Due 24 hours before class meets to discuss that topic

Student participation in class and critical engagement with course reading materials is crucial to the success of this course. Students are also expected to participate in discussions on Canvas about assigned readings. Students should demonstrate they understand the reading, can summarize the content, raise questions about the material, and suggest how it helps us understand the content focus for that class session. It is important to look at what authors have said but perhaps have not said in their material and to suggest other perspectives or points of view, where appropriate.

**Higher Education Trends Paper – 10 points**

Due by 5pm on August 31

Students must write a 5-page paper (double-spaced) describing the most pressing 3-5 issues in higher education today.

**Topic Proposal – 5 points**

Due by 5pm on October 5

Students will submit a 2-page (double-spaced, not including references) paper describing the topic of their final issue paper and a preliminary list of 5 scholarly articles (with citations) planned for the final paper. The proposal should include the following:

• Background (what is happening with this issue)

• Significance (why is this important)

• Context (who is affected by the issue, why, and how)

• Discussion of sources

**Issues in Higher Education Group Discussions (25 Points)**

Debates in class on November 9

The world of higher education is complex and dynamic, and while movement of higher education (decisions and outcomes) may appear slow at times, we understand that our industry 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 a “quasi-debate” format, student groups will tackle important issues, gather background information, and present their arguments for the issues in class.

*Note: Your grade will include the peer review you provide via Canvas on your classmates’ work.*

**Annotated Bibliography – 30 points**

Due 5pm on December 1

Students will prepare an annotated bibliography about their proposed topic. The

annotated bibliography should include information for 20-25 sources about the chosen

topic. Each annotated bibliography should include the APA citation for the source and a

short summary (no more than 1 page) of the reading that includes a summary of the

article/chapter, the strengths and weaknesses of the piece, keywords, and any notes on

future directions or research potential that occur to you in your reading. To conclude the

annotated bibliography, students will write 3 pages of discussion about what they

learned through their reading and raise suggestions for future research and practice.

10 points Class Attendance & Participation

20 points Discussions on Canvas

10 points Higher Education Trends Paper

5 points Topic Proposal

25 points Reading Reflections

30 points Annotated Bibliography

100 points

**Grading Scale**

A 90-100 points

B 80-89 points

C 70-79 points

D 60-69 points

F Below 60

**Course Expectations**

**Attendance & Participation:** Students are expected to engage actively and thoughtfully in the class sessions. To fulfill the promise of a graduate course, plan to study the assigned readings prior to class, identify main themes or issues in the readings, and bring with you any questions or issues you would like to address. Informal assignments or class activities will be used to increase your involvement in the class. These activities should improve both the quality of our class discussions and the value of the readings and activities for all participants.

**Deadlines:** Assignments are due at the assigned times and dates. Work turned in after the deadline will receive minimal feedback and a lower grade.

**APA:** Unless otherwise specified, all written assignments should adhere to APA style and should be free of spelling and grammatical errors. Papers should be double-spaced, have one-inch margins, and be in twelve-point Times New Roman font. Deviations from APA style will result in a reduced grade on the assignment.

**Academic Honesty Code:** All students are expected to maintain high standards of academic integrity and adhere to both the letter and spirit of the [Academic Honesty Code](https://sites.auburn.edu/admin/universitypolicies/Policies/AcademicHonestyCode.pdf). All completed assignments must be original work for this course, must consist of original analysis and writing, and must include appropriate citations of others’ ideas. All portions of the Auburn University student academic honesty code (Title XII) found in the [Student Policy eHandbook](http://www.auburn.edu/student_info/student_policies/) will apply to this class. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

**Classroom Behavior:** The Auburn University Classroom Behavior Policy is strictly followed in the course; please refer to the [Student Policy eHandbook](http://www.auburn.edu/student_info/student_policies/) for details of this policy.

**Emergency Contingency:** If normal class is disrupted due to illness, emergency, or crisis (such as a COVID-19 outbreak), the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to your syllabus and/or course assignments will replace the original materials.

**Student Support**

**Accommodations**: Students who need accommodations should electronically submit their approved accommodations through AU Access and contact the instructor at the outset of the class so that appropriate arrangements can be made.For more information, visit: [Office of Accessibility - Auburn University](https://accessibility.auburn.edu/).

**Mental Health:** Students experiencing stress that feels unmanageable (personal or academic) during the semester may utilize Auburn University’s Student Counseling & Psychological Services. Students can schedule an appointment by calling (334) 844-5123 or by stopping by their offices on the bottom floor of Haley Center or the second floor of the Auburn University Medical Clinic. Additional information can be found at <http://wp.auburn.edu/scs>.

**Course Schedule**

**Session 1 – August 17**

Topics:

* Introduction to the course
* Introductions to each other
* Our questions: So why study higher education? What do we need to know about higher education and how do we need to learn it?
* Course plan and requirements (review of the syllabus)

Assigned readings:

* None

**Session 2 – August 24**

Topics:

* Higher Education as a Field of Study
* Our questions: Is higher education a field, a discipline, a profession, a semi-professional field, etc.? Does it matter? What are the key issues facing the study of higher education?
* Create debate groups

Assigned readings:

* Keller, G. (1985). Trees without fruit: The problem with research about higher education. Change, 17(1), 7–10.
* Kezar, A. (2000). Higher Education Research at the Millennium: Still Trees without Fruit? *The Review of Higher Education*, 23(4), 443–468. https://doi.org/10.1353/rhe.2000.0018
* Peterson, M. W. (2000). The Tyranny of Success: The Research-Practice Tension. *New Directions for Higher Education*, 2000(110), 21. https://doi.org/10.1002/he.11002
* Wells, R. S., Kolek, E. A., Williams, E. A., & Saunders, D. B. (2015). “How we know what we know”: A systematic comparison of research methods employed in higher education journals, 1996–2000 v. 2006–2010. *Journal of Higher Education*, 86, 171.

**Session 3 – August 31**

Topics:

* Roles & Goals of Higher Education
* Our question: What are the roles and goals of higher education?
* **Higher Ed Trends paper due**

Assigned readings:

* Keeling, R. & Hersh, R. (2012). Higher Education without Higher Learning. *We’re Losing Our Minds: Rethinking Higher Education,* 1-23. https://doi.org/10.1057/9781137001764\_1
* Baxter Magolda, M. B. (2004). Self-authorship as the common goal of higher education. In M. Baxter Magolda & P. M. King, *Learning partnerships: Theories and models of practice to educate for self-authorship* (pp. 1–35). Sterling, VA: Stylus.

**Session 4 – September 7**

Topics:

* The History of Higher Education
* Our questions: How did we get where we are?
* Creating a chronology of higher education: major events, players, and

Assigned readings:

* Geiger, R. (CH 1 in textbook). “The ten generations of American higher education,” (pp. 3-34).
* Thelin, J.R. (2004). “Gilt by association: Higher education’s “golden age,” 1945 to 1970” (Chapter 7), in *A History of Higher Education* (pp. 260-316). Baltimore: John Hopkins University Press.
* Gasman, M., Nguyen, T.-H., & Conrad, C. F. (2015). Lives Intertwined: A Primer on the History and Emergence of Minority Serving Institutions. *Journal of Diversity in Higher Education*, 8(2), 120-138. https://doi.org/10.1037/a0038386

**Session 5 – September 14**

Topics:

* The Structure of Higher Education
* Our questions: How do institutions function internally? Who oversees a college or university?

Assigned readings:

* Eckel, P. & Kezar, A. (CH 6 in textbook). “The intersecting authority of boards, presidents, and faculty,” (pp. 155-187).
* Birnbaum, R. (1988). Problems of governance, management, and leadership in academic institutions & thinking in systems and cycles. In *How colleges work: The cybernetics of academic organization and leadership* (pp. 3–27). San Francisco: Jossey-Bass.
* Duderstadt, J. J. (2004). Governing the twenty-first-century university. In *Competing conceptions of academic governance: Negotiating the perfect storm* (pp. 137–157). Baltimore: The Johns Hopkins University Press.

**Session 6 – September 21**

Topics:

* Access to Higher Education
* Our question: Who’s in and who’s out: accessing higher education?

Assigned readings:

1. Schudde, L. & Goldrick-Rab, S. (CH 12 in textbook) “Extending opportunity, perpetuating privilege: institutional stratification amid educational expansion,” (pp. 345-374).
* Eckel, P.D. & King, J.E. (2004). Overview of higher education in the United States: Diversity, access, and the role of the marketplace. Washington, DC: ACE.

**Session 7 – September 28**

Topics:

* Higher Ed Finance and Financial Aid
* Our question: Who pays for what?

Assigned readings:

* Johnston, R. (CH 11 in textbook) “Financing American higher education,” (pp. 310- 341).
* Mumper, M., et.al. (CH 8 in textbook) “The federal government & higher education,” (pp. 212-237).
* McGuinness, A. (CH 9 in textbook) “The states and higher education,” (pp. 238- 280).

**Session 8 – October 5**

Topics:

* Higher Education Outcomes
* Our questions: How do we define student success? What do states and communities need? What does industry want? How do we assess outcomes?
* **Topic Proposal Due**

Assigned readings:

* Renn, K. & Reason, R. (2021). “Student outcomes”, in *College Students in the United States* (pp. 160-187). San Francisco: Josey Bass.
* Long, B.T. (2018). “The college completion landscape: trends, challenges, and why it matters,” in Elevating College Completion. Washington, DC: American Enterprise Institute and Third Way Institute.

**Session 9 – October 12**

Topics:

* Curriculum & Pedagogy
* Our question: What do we teach and how do people learn?

Assigned readings:

* Bastedo, M. (CH 3 in textbook) “Curriculum in higher education: the organizational dynamics of academic reform,” (pp. 60-83).
* Arum, R. & Roska, J. (2010). “College culture and student learning” (Chapter 1), in *Academically Adrift: Limited Learning on College Campuses* (pp. 1-31). Chicago: University of Chicago Press. (Students should also watch the associated video before coming to class. Link to the video: https://vimeo.com/21656324)
* Lattuca, L. R. and Stark, J. (2009). Curriculum: An academic plan. In *Shaping the college curriculum: Academic plans in context* (2nd ed.; pp. 1–22). Needham Heights, MA: Allyn & Bacon.

**Session 10 – October 19**

Topics:

* The internal players
* Our questions: What is the role of the professoriate? Who is included in administrative leadership? What are other higher education staff roles?

Assigned readings:

* Altbach, P. (CH 4 in textbook) “Harsh realities: The professoriate in the twenty-first century,” (pp. 84-109);

**Session 11 – October 26**

Topics:

* Diversity and Campus Racial Climate
* Our questions: How do we come together as a campus community: The campus experience—implications for equity and inclusion?

Assigned readings:

* Smith, D. (CH 13 in textbook) “The diversity imperative: moving to the next generation,” (pp. 375-400).
* Milem, J.F., Chang, M.J., & Antonio, A.L. (2005). Making Diversity Work on Campus: A Research-Based Perspective. Washington, DC: American Association of Colleges and Universities.

**Session 12 – November 2**

Topics:

* Serving the public good
* Our questions: What is community engagement? How do we assess outreach? What “public good” do we serve?

Assigned readings:

* McCormick, A. C., & Zhao, C. (September/October 2005). Rethinking and reframing the Carnegie Classification, Change, 37, 50-57.
* Driscoll, A. (2009). “Carnegie’s new community engagement classification: Affirming higher education’s role in community.” New Directions for Higher Education, 147, (Fall 2009), 5-12.
* Geiger, R. (CH 17 in textbook). “State and markets in higher education: Trends in academic capitalism,” (pp. 503-540).
* Explore: http://carnegieclassifications.iu.edu

**Session 13 – November 9**

Topics:

* **Group Debates**
* Our questions: Should the US provide two years of higher education/college to all citizens graduating from high school? Should universities provide programs for people with intellectual disabilities? Should college athletes be paid?

Assigned readings:

* None

**Session 14 – November 16**

Topics:

* What’s ahead; the future
* Our questions: Who gets to determine the future of higher education? What have we learned and what are new considerations?
* Wrap Up

Assigned readings:

* Grawe, N. (2018). “Demographic headwinds for higher education,” (Chapter 1), in *Demographics and the Demand for Higher Education*. (pp. 5-20). Baltimore: Johns Hopkins University Press.
* Selingo, J. (2013). “The student swirl,” (Chapter 7), in *College (Un)Bound* (pp. 105-121). New York: Houghton Mifflin Harcourt.
* Selingo, J. (2013). “Degrees of value,” (Chapter 8), in *College (Un)Bound* (pp. 122-141). New York: Houghton Mifflin Harcourt.

**Session 15 – November 30**

Topics:

* **Annotated bibliography due**

Assigned readings:

* None