**AUBURN UNIVERSITY**

**SYLLABUS**

**Course Number:** HIED 8950

**Course Title:** Introduction to Higher Education

**Credit Hours:** 3 Semester Hours

**Prerequisites:** Graduate Student Status

**Corequisites:** None

**Day and Time:**  Tuesdays 5:00-7:50 p.m.

Haley 1454 and via Zoom

**Instructor:** Kimberly White (she/her)

kim.white@auburn.edu

 334-844-2626

1161 W. Samford Ave., RMS Building 9

My virtual office hours will be at noon-1 p.m. Tuesday-Thursday, but I am willing to schedule appointments at other times. Please email me to schedule an appointment.  We will meet via Zoom, Teams, or in person at a 6’ distance with face coverings.

**Course Description**

This course is designed to introduce students to the field of higher education. The material in this course facilitates students’ exploration of the purposes, goals, and missions of higher education, current events relevant to higher education, and other topics. Through exploring contemporary higher education events, scholarly research, and professional practice, students will gain a better understanding of the overall field of higher education and their place in it.

**Course Expectations**

This is a graduate course will be taught in a seminar format, so familiarity with course readings and active participation in class discussions are crucial to success in this course. Students in this course will be expected to incorporate and synthesize the readings, current issues in higher education, and experiences in their professional roles to better understand and apply the concepts introduced in this course.

**Course Objectives**

* 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 Text**

All required readings for this course can be found in our Canvas course page or through the Auburn University Library.

**Course Requirements and Evaluation**

* **Class Attendance & Participation – 30 points**

This course uses the “flipped classroom” method of learning—students are expected to read the material on their own, then come to class prepared to ask questions about concepts they do not understand and to engage in meaningful discussions about the material and its implications for higher education professionals.

Each student is expected to attend each class session and contribute to discussions and course activities. Student participation in class and critical engagement with course reading materials are crucial to the success of this course. Students are also encouraged to bring other readings and professional experiences to the classroom to add to our collective knowledge. Participation includes students’ own, original contributions to the discussion, responding to classmates, and participating in any group activities. Students are cautioned that a lack of preparation before class will likely be obvious in the student’s classroom participation, and it will also be reflected in the student’s participation score.

* **Attend/Participate in Governance – 5 points**

**Due April 20 via Canvas**

Students will attend (and participate in, if applicable) a meeting of any body of governance that might influence Auburn University’s or another institution of higher education’s operations. This could be Faculty Senate, A&P Committee, Staff Council, the Board of Trustees, or the state legislature or city council if an higher education-related issue is on the agenda. Write a brief (1-2 page, double spaced) informal summary of the meeting you attended, what stakeholders were present, the decisions reached in that meeting, and how the meeting did or did not align with your expectations.

* **Higher Ed. Administration/Grad School Resource Sharing – 5 points**

**Due dates vary – choose a date on Canvas**

Present a brief presentation (less than 10 minutes) regarding one of the professional associations listed in the resources below, as well as one other resource such as a blog, podcast, magazine, YouTube channel, website, app, etc. that the student believes will be helpful in graduate school. The presentation may be live or pre-recorded. Students will sign up for a week in Canvas and indicate the professional association and additional resource they will address.

* **Higher Education Trends Paper – 10 points**

**Due January 19 via Canvas**

Students must write a 4- to 5-page paper (double-spaced) describing what you think are the most pressing 3-5 issues in higher education today.

* **Topic Proposal – 5 points**

**Due February 2 via Canvas**

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) that you plan to incorporate into your final paper. The proposal should include the following:

* + Background on the Issue
	+ Significant of the Issue
	+ Context of the Issue
	+ Discussion of Sources
* **Reading Reflections – 5 memos at 5 points each, total 25 points**

**Due dates vary**

Students will be expected to write a brief memo about the assigned readings for 5 class sessions. These memos are designed for you to synthesize the readings, raise questions, and jump start our discussions in class. You are expected to turn in your memos on the day of the class for which you write the memo.

* **Annotated Bibliography –25 points**

**Due April 27 via Canvas**

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.

25 points Class Attendance & Participation

5 points Attend/Participate in Governance

5 points Higher Ed. Administration/Grad School Resource Presentation – 5 points

10 points Higher Education Trends Paper

5 points Topic Proposal

25 points Reading Reflections

25 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

**Student Support**

*Disability Accommodations*: “Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).”

*Non-Discrimination Policy*: Auburn University is committed to providing an environment that is free from discrimination and harassment based on protected class.  If you believe you have been the victim of harassment or discrimination based on race, color, religion, national origin, disability, age, or sex (including sexual orientation, gender identity, or gender expression), we encourage you to report it.  If you report sexual assault or sexual misconduct to a faculty member, the faculty member is obligated to notify the University’s Title IX Coordinator about the basic facts of the incident so that you can be made aware of resources, accommodations, and reporting options available to you.  For more information about our Title IX reporting and resource options at Auburn University, please go to [www.auburn.edu/titleix](http://www.auburn.edu/titleix). I am also required to report to the University information regarding certain crimes that may have occurred on Auburn’s campus. Students may speak to someone confidentially by contacting Student Counseling and Psychological Services at 334-844-5123 or Safe Harbor at 334-844-7233.

Not all students use their legal names or sex/gender assigned at birth, I am happy to use the name and/or pronouns you use. Additionally, if these change at any point during the semester, please let me know and we can develop a way to share this information with others in a way that is comfortable for you if you wish.

*Health and Well-Being Resources*:

These are difficult times, and academic and personal stress is a natural result. Everyone is encouraged to take care of themselves and their peers. If you need additional support, there are several resources on campus to assist you:

* COVID Response Team ([www.ahealthieru.edu](http://www.ahealthieru.edu))
* Student Counseling and Psychological Services (<http://wp.auburn.edu/scs/>)
* AU Medical Clinic (<https://cws.auburn.edu/aumc/>
* If you or someone you know are experiencing food, housing or financial insecurity, please visit the Auburn Cares Office (<http://aucares.auburn.edu/>)

**Covid-19 Policies**

* Health and Participation in Class

You are expected to complete your Healthcheck screener daily.

Your health and safety, and the health and safety of your peers, are my top priorities. If you are experiencing any symptoms of COVID-19, or if you discover that you have been in close contact with others who have symptoms or who have tested positive, you must follow the instructions on the Healthcheck app. My hope is that if you are feeling ill or if you have been exposed to someone with the virus, you will stay home to protect others.

Please do the following in the event of an illness or COVID-related absence:

* + Notify me in advance of your absence, if possible
	+ Provide me with medical documentation, if possible
	+ Keep up with coursework as much as possible
	+ Participate in class activities and submit assignments remotely as much as possible
	+ Notify me if you require a modification to the deadline of an assignment or exam
	+ Finally, if remaining in a class and fulfilling the necessary requirements becomes impossible due to illness or other COVID-related issues, please let me know as soon as possible so we can discuss your options.

Students with questions about COVID-related illnesses should reach out to the COVID Resource Center at (334) 844-6000 or at ahealthieru@auburn.edu.

* A Healthier U Campus Community Expectations

We are all responsible for protecting ourselves and our community. Please read about student expectations for fall semester, including completing the daily GuideSafe™ Healthcheck ([https://ahealthieru.auburn.edu/ (Links to an external site.)](https://ahealthieru.auburn.edu/)).

You are expected to (1) take your temperature daily and (2) complete your Healthcheck screener to receive your A Healthier U pass. **You may be asked at any time during class to show your pass.**

* Course Expectations Related to COVID-19
	+ **Face Coverings**: As a member of the Auburn University academic community you are required to follow all university guidelines for personal safety with face coverings, physical distancing, and sanitation. Face coverings are required in this class and in all campus buildings. Note that face coverings must meet safety specifications, be worn correctly, and be socially appropriate.
	You are required to wear your face coverings at all times. If you remove your face covering or are non-compliant with the university’s [policy on face coverings (Links to an external site.)](https://ocm.auburn.edu/news/coronavirus/updates/20200618-face-masks-required.php?ref=coronavirus), you will be instructed to leave the classroom and will be held to the protocols outlined in the [Auburn University Policy on Classroom Behavior (Links to an external site.)](https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassroomBehavior.pdf). Any student who willfully refuses to wear a face covering and does not have a noted accommodation may be subject to disciplinary action.
	+ **Physical Distancing**: Students should observe appropriate physical distancing and follow all classroom signage/avoid congregating around doorways before or after class. If the instructional space has designated entrance and exit doors, you should use them. **Students should exit the instructional space immediately after the end of instruction to help ensure social distancing and allow for the persons attending the next scheduled class session to enter.**
	+ **Course Attendance**: If you are quarantined or otherwise need to miss class because you have been advised that you may have been exposed to COVID-19, you will be expected to develop a plan to keep up with your coursework during any such absences.
	+ **Course Meeting Schedule**: This course might not have a traditional meeting schedule in Spring 2021. Be sure to pay attention to any updates to the course schedule as the information in this syllabus may have changed. Please discuss any questions you have with me.
	+ **Technology Requirements:**This course may require particular technologies to complete coursework. If you need access to additional technological support, please contact the AU Bookstore at aubookstore@auburn.edu.

Disruptive or concerning classroom behavior involving the failure to wear a face covering, as directed by Auburn University, represents a potential Code of Student Conduct violation and may be reported as a non-academic violation. Please consult the[Classroom Behavior Policy](https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassroomBehavior.pdf)

* *Course Delivery Changes Related to COVID-19*

Please be aware that the situation regarding COVID-19 is frequently changing, and the delivery mode of this course may adjust accordingly. In the event that the delivery method is altered, please be assured that the learning goals and outcomes of the course will not change; however, some aspects of the course will change in terms of the mode of delivery, participation, and testing methods. Those details will be shared via Canvas as soon as possible. Please be prepared for this contingency by ensuring that you have access to a computer and reliable Internet.

**General Course Information**

*Class Attendance*: Class participation is a critical aspect of this course, and therefore your course grade. In the event that you cannot attend a class session, please notify me as soon as possible.

I will take attendance each class session. If you are absent on a day that work is due, you must make sure that it is submitted ON TIME via Canvas. Then, when you return to class, you should bring your documentation (or email it) for your absence to me in order for me to determine whether the assignment will be accepted. **Students who are absent for “excused” reasons (please** **see the Student Policy eHandbook for specific information regarding excused absences) must provide the instructor with appropriate documentation within one week from the date of the absence.**For classes that meet once per week, that meansthat the documentation must be provided to the instructor **no later than the end of the** **class session following the date of the absence.**If the reason for the absence is such thatthis is not possible, it is the student’s responsibility to communicate with the instructor and make other arrangements.

Other unavoidable absences (e.g. pre-scheduled medical appointments, travel for university sponsored events/organizations, etc.) from campus must be documented and cleared with the instructor in advance. ***Please note:*** Simply informing the instructor of an absence does not automatically cause that absence to be considered “excused.” It is the student’s responsibility to provide appropriate documentation of excused absences. In the case of travel for University sponsored events, you will need to provide documentation from the sponsor/faculty member in charge on University letterhead to authenticate the reason for the absence. Failure to provide documentation within 1 week of return to class will result in a 0 being entered in the gradebook for any missed work or examinations.

“Excused” absences are defined as absences that have been documented as occurring for University approved reasons. **ALL absences will be considered to be “Unexcused” until** **and unless the instructor is in possession of the appropriate documentation for that absence.**

*Assignments*: Assignments and written papers are due at the date and time listed in the syllabus. Full credit will not be given for late assignments. Extensions will only be considered under extraordinary circumstances.

**Academic Integrity**

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.

**Thank you and credit to Dr. Karley A. Riffe for allowing me to adapt her syllabus.**

**\*Syllabus and class sessions are subject to change.**

**Course Schedule\***

**Session 1 – January 12 Welcome to Class (via Zoom)**

Introduction, Welcome to the Program, and Course Overview

**Session 2 – January 19 The Field of Higher Education (via Zoom)**

Higher Ed. Trends Paper due

Keller, G. (1985). Trees without fruit: The problem with research about higher education.

 *Change, 17*(1), 7-10.

Kezar, A. (2000). Still trees without fruit?: Higher education research at the millennium. *Review of Higher Education*, *23*, 443-468.

Peterson, M. W. (2000). The tyranny of success: The research-practice tension. *New Directions for Higher Education, 110*, 21-34.

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*, 171-198.

Goodchild, L. F. (1991). Higher education as a field of study: Its origins, programs, and

purposes, 1893-1960. In J. D. Fife and L. F. Goodchild (Eds.), *Administration as a profession* (New Directions for Higher Education, no. 76). San Francisco: Jossey-Bass Publishers.

**Session 3 – January 26 Higher Education Contexts**

Crisp, G., Horn, C. L., Kuczynski, M., Zhou, Q., & Cook, E. (2019). Describing and differentiating four-year broad access institutions: An empirical typology. *The Review of Higher Education*, *42*(4), 1373-1400.

Flores, S. M., & Park, T. J. (2013). Race, ethnicity, and college success: Examining the continued significance of the minority-serving institution. *Educational Researcher*, *42*(3), 115-128.

McCormick, A. C. & Zhao, C. (September/October 2005). Rethinking and reframing the

Carnegie Classification, *Change, 37*(5), 50-57.

Explore: <http://carnegieclassifications.iu.edu>

**Session 4 – February 2 Mission & Goals**

Topic Proposal due

Baxter Magolda, M. B. (2007). Self‐authorship: The foundation for twenty‐first‐century education. *New directions for teaching and learning*, *2007*(109), 69-83.

Sin, C., Tavares, O., & Amaral, A. (2019). Accepting employability as a purpose of higher education? Academics’ perceptions and practices. *Studies in Higher Education*, *44*(6), 920-931.

Slaughter, S., & Leslie, L. L. (2001). Expanding and elaborating the concept of academic capitalism. *Organization*, *8*(2), 154-161.

**Session 5 – February 9 Organization & Administration**

Hendrickson, R. M., Lane, J. E., Harris, J. T., & Dorman, R. H. (2013). Understanding academic organizations. *Academic leadership and governance of higher education: A guide for trustees, leaders, and aspiring leaders of two-and four-year institutions* (pp. 18-55)*.* Sterling, VA: Stylus.

Gumport, P. J., & Snydman, S. K. (2006). Higher education: Evolving forms and emerging markets. In W. W. Powell & R. Steinberg (Eds.), The non-profit sector: A research handbook (2nd ed., pp. 462-484). New Haven, CT: Yale University Press.

Stevens, M. L., Armstrong, E. A., & Arum, R. (2008). Sieve, incubator, temple, hub: Empirical and theoretical advances in the sociology of higher education. *Annual Review of Sociology*, *34*.

**Session 6 – February 16 No Class: Wellness Day**

**Session 7 – February 23 The Faculty**

Clark, B.R. (1997). Small worlds, different worlds: The uniqueness and troubles of the

American academic profession. *Daedelus, 126*(4), 21-42.

Turner, C.S.V., Gonzalez, J.C., and Wood, J.L. (2008). Faculty of color in academe: What 20

years of literature tells us. *Journal of Diversity in Higher Education*, *1*(3), 139-168.

Kezar, A., & Holcombe, E. (2015). The professoriate reconsidered: A study of new faculty models. *Academe, 101*(6). <https://www.aacu.org/sites/default/files/ProfessoriateReconsidered.pdf>

**Session 8 – March 2 Students**

Torres, V., Jones, S. R., & Renn, K. (2019). Student Affairs as a Low-Consensus Field and the Evolution of Student Development Theory as Foundational Knowledge. *Journal of College Student Development*, *60*(6), 645-658.

Haskett, M. E., Kotter-Grühn, D., & Majumder, S. (2020). Prevalence and Correlates of Food Insecurity and Homelessness Among University Students. *Journal of College Student Development*, *61*(1), 109-114.

Higher Education Research Institute (2020). *2019 College Senior Survey*. <https://www.heri.ucla.edu/briefs/CSS/CSS-2019-Brief.pdf>

**Session 9 – March 9 Mid-Semester Check-In**

Be ready to share your work on your Annotated Bibliography so far.

**Session 10 – March 16 Opportunity & Access**

Bastedo, M. N. & Gumport, P. J. (2003). Access to what? Mission differentiation

and academic stratification in U.S. public higher education. *Higher Education,* *46*, 341-359*.*

Engstrom, C., & Tinto, V. (2008). Access without support is not opportunity. *Change: The magazine of higher learning*, *40*(1), 46-50.

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. Retrieved from: <http://www.acenet.edu/news-room/Documents/Overview-of-Higher-Education-in-the-United-States-Diversity-Access-and-the-Role-of-the-Marketplace-2004.pdf>

**Session 11 – March 23 No Class Meeting**

Submit a draft of your Annotated Bibliography if you would like feedback.

**Session 12 – March 30 Curriculum & Assessment**

Ewell, P. (2009). [Assessment, accountability, and improvement: Revisiting the tension.](http://www.learningoutcomeassessment.org/documents/PeterEwell_006.pdf) (NILOA Occasional Paper No.1). Urbana, IL: University of Illinois and Indiana

University, National Institute for Learning Outcomes Assessment. Retrieved from: <https://www.learningoutcomeassessment.org/documents/PeterEwell_005.pdf>

Slaughter, S. (2002). The political economy of curriculum-making in American universities. In S. Brint (Ed.), The future of the city of intellect: The changing American university (pp. 260-289). Stanford, CA: Stanford University Press.

Barnett, R. (2009). Knowing and becoming in the higher education curriculum. *Studies in higher education*, *34*(4), 429-440.

**Session 13 – April 6 Finance**

Barringer, S. N. (2016). The changing finances of public higher education organizations: Diversity, change, and discontinuity. In *The university under pressure*. Emerald Group Publishing Limited.

Hearn, J. C. (2003). *Diversifying campus revenue streams: Opportunities and Risks*. American Council on Education.

Laderman, S. & Weeden, D. (2020). *State higher education finance: FY 2019*. State Higher Education Executive Officers Association. <https://shef.sheeo.org/wp-content/uploads/2020/04/SHEEO_SHEF_FY19_Report.pdf>

**Session 14 – April 13 Challenges & Opportunities**

Readings TBD

**Session 15 – April 20 Final Class**

Attend/Participate in Governance due

**Additional Resources**

**Websites**

Change Magazine (www.changemag.org)

The Chronicle of Higher Education (www.chronicle.com)

Higher Ed Jobs (www.higheredjobs.com)

Inside Higher Ed (www.insidehighered.com)

Integrated Postsecondary Education Data System ([http://nces.ed.gov/ipeds/)](http://nces.ed.gov/ipeds/%29)

National Center for Education Statistics (nces.ed.gov)

**Organizations**

American College Personnel Association ([www.myacpa.org)](http://www.myacpa.org))

American Educational Research Association ([www.aera.net)](http://www.aera.net))

Association for Institutional Research (www.airweb.org)

Association for the Study of Higher Education ([www.ashe.ws)](http://www.ashe.ws))

Student Affairs Administrators in Higher Education (www.naspa.org)

American Association of University Professors (www.aaup.org)

American Council on Education (www.acenet.edu)

Association of American Colleges & Universities ([www.aacu.org)](http://www.aacu.org))

Association of Governing Boards of Universities and Colleges ([www.agb.org)](http://www.agb.org))

Association of Public and Land Grant Universities (www.aplu.org)

National Association of College and University Business Officers ([www.nacubo.org)](http://www.nacubo.org))

National Association of College and University Attorneys ([www.nacua.org](http://www.nacua.org))

Society for College and University Planning (www.scup.org)

**Higher Education Journals**

Educational Researcher

Higher Education

Innovative Higher Education

The Journal of Higher Education

The Journal of Higher Education Management

The Journal of Higher Education Policy and Management

Planning for Higher Education

Research in Higher Education

The Review of Higher Education

Journal of College Student Development

Journal of Student Affairs Research and Practice