HIED 7970

Special Topics: Institutional Type in Higher Education

3 credit hours; Summer 2020

**Instructor**

Karley A. Riffe, PhD

Assistant Professor of Higher Education

Office Location: Haley Center 4075

Office Hours: Wednesdays 1:00-5:00pm

Please email to schedule a time to meet.

Phone: 334.844.3072

Email: karley.riffe@auburn.edu

**Course Time & Location**

Tuesdays & Thursdays

11am-2:50pm

Zoom

**Course Description**

This course is designed to introduce students to the various institutional types included in the American higher education landscape. The material in this course facilitates students’ exploration of the variation within and across institutions, especially those related to competition, college personnel, students/student experiences, mission/goals/purpose, academics, and the non-academic enterprise. Exploring scholarly research and professional practice, students will gain a more complete understanding of unique distribution of institutions and their roles in the national ecosystem of higher education.

**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 that address institutional type in higher education, and experiences in their professional roles to better understand and apply the concepts introduced in this course.

**Course Objectives**

* Examine the various institutional types present in American higher education
* Explore the variation within and across institutional types
* Evaluate the concepts of competition, college personnel, students/student experience, mission/goals/purpose, academics, and non-academic enterprise across institutional types
* Review and evaluate literature and research studies on institutional type in higher education
* Address issues of power and equity related to institutional type in higher education
* Discuss differences in potential higher education careers across institutions

**Required Texts**

Harris, M. (2013). *Understanding institutional diversity in American higher education: ASHE Higher Education Report, 39*(3). Hoboken, NJ: John Wiley & Sons.

**Course Requirements and Evaluation**

*Class Attendance & Participation – 30 points*

Each student is expected to contribute to attend each class session and contribute to class discussions, activities, and case analyses. 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.

*Discussion Starter – 5 points*

Students will choose one article throughout the semester for which they will be the discussion starter. Students will summarize the article for the class and discuss key aspects of their reading of the text and conclude with 3-5 discussion questions for the class to tackle. To sign up for your article, click the link under Modules “Syllabus” in Canvas.

*Reading Memos – 15 points*

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 by midnight on the day of the class for which you write the memo.

Reading Memo: For-Profit Institutions & CCs – Due May 29 by midnight

Reading Memo: RCUs and LACs – Due June 5 by midnight

Reading Memo: HBCUs and Tribal Colleges – Due June 12 by midnight

Reading Memo: MSIs and Women’s Colleges – Due June 19 by midnight

Reading Memo: Land Grants & AAUs – Due June 25 by midnight

*Institutional Strengths Paper – 10 points*

**Due via Canvas by Midnight June 5th**

Students will submit a paper (5 pages) describing a specific institution of their choosing within their assigned institutional type. Incorporating and citing institutional documents/websites as well as other scholarly sources, students will describe the following about their institution:

* Basic information about the institution
* The institution’s distinctive strengths
* How the institution is like other institutions of the same and different type
* How the institution is different from other institutions of the same and different type

*Institutional Type Paper – 10 points*

**Due via Canvas by Midnight June 12th**

Students will write a reflection on their institutional type (5 pages). This paper should include students’ thoughts and learning about their institutional type in comparison to other institutional types. Some guiding questions that could be addressed in this paper paper include:

* Synthesizing the readings from class, how would you describe your institutional type overall?
* How would you describe your institutional type to a prospective student right out of high school and who might be the ideal student to attend and institution of your assigned type?
* What are the hallmarks or key practices of your institutional type that higher ed as a field should learn from/implement in other institutions?
* What did you find problematic or beneficial about your institutional type’s position in the larger higher education landscape, especially the given the prestige hierarchy?
* What do you find problematic about your institution type’s position in the larger higher education landscape?
* What was most striking about the variation within your institutional type?

*Institutional Career Comparison Paper – 20 points*

**Due via Canvas by Midnight June 19th**

Students will write a 10 page paper (not including references) describing their future professional interests and what that might look like across institutional types. For example, how might your future career look different at a community college versus a liberal arts college. Using scholarly sources, students should discuss how their work might vary depending on the institutional context and, ultimately, where they would like to work along with justification for that choice. Students’ reflections will be assessed based on the depth of their discussion, incorporation of scholarly resources, clarity of writing, and adherence to APA style.

*Institutional Type Group Presentation – 10 points* **Presentations will be in class on June 25th**

Students will be placed into groups that will focus on one specific institutional type. Together, using scholarly sources, students will prepare a 10-minute presentation that they will give to the rest of the class. Presentations should include the following:

* Use of powerpoint/prezi/interactive handout
* Discussion of basic information about your institutional type
* Opportunities of this institutional type
* Challenges of this institutional type
* How is your institutional type similar/different from others?
* Discussion of variation within your institutional type
* Suggestions about what else we need to know about your institutional type
* Recommendations of what we can all learn from your institutional type

|  |  |
| --- | --- |
| 30 points | Class Attendance & Participation |
| 15 points | Reading Memos |
| 10 points | Institutional Strengths Paper |
| 10 points | Institutional Type Group Presentation |
| 10 points | Institutional Type Paper |
| 5 points | Discussion Starter |
| 20 points | Institutional Career Comparison Paper |
| 100 points |  |  |

Grading Scale

1. 90-100 points
2. 80-89 points
3. 70-79 points
4. 60-69 points
5. Below 60

**Course Schedule**

5/25 Session 1 Welcome to Class

Introduction, Syllabus, Lay of the Land

Harris p. vii-48

Morphew, C. C. (2002). " A rose by any other name": Which colleges became universities. *The Review of* *Higher Education*, *25*(2), 207-223.

5/21 Session 2 For-Profit Institutions & Community Colleges



Harris p. 49-82

Iloh, C. (2016). Exploring the for-profit experience: An ethnography of a for-profit college. *American Educational Research Journal*, *53*(3), 427-455.

Wilson, R. (2010). For-profit colleges change higher education’s landscape. *The Chronicle of* *Higher Education*, *56*(22), 1-19.

Goldrick-Rab, S. (2010). Challenges and opportunities for improving community college student success. *Review of Educational Research*, *80*(3), 437-469.

Kane, T. J., & Rouse, C. E. (1999). The community college: Educating students at the margin between college and work. *Journal of economic Perspectives*, *13*(1), 63-84.

5/28 Session 3 Workday 1

Post Reading Memo: For-Profit Institutions & Community Colleges

Respond to Classmates’ Reading Memos

Institutional Type Qualtrics Survey

Reading for Session 4

6/2 Session 4 Regional Comprehensive Universities & Liberal Arts Colleges

Gardner, L. E. E. (2016). Where does the regional state university go from here? Chronicle of Higher Education, 62(37), A22-A26.

Orphan, C. (2018). *Why regional comprehensive universities are vital parts of U.S. higher* *education.* Scholars Strategy Network (SSN).

McClure, K. R. (2018) Institutions of opportunity: Using presidents’ narratives to re-tell the story of public regional universities. *Journal for the Study of Postsecondary and* *Tertiary Education, 3*, 117-134.

Pifer, M. J., Baker, V. L., & Lunsford, L. G. (2019). Culture, colleagues, and leadership: The academic department as a location of faculty experiences in liberal arts colleges. *The* *Review of Higher Education, 42*(2), 537-564.doi:10.1353/rhe.2019.0006

Seifert, T. A., Goodman, K. M., Lindsay, N., Jorgensen, J. D., Wolniak, G. C., Pascarella, E. T., & Blaich, C. (2008). The effects of liberal arts experiences on liberal arts

outcomes. *Research in Higher Education*, *49*(2), 107-125.

Hetrick, B. C., Katz, P. M., & Nugent, S. G**.** (2018). Innovation and the Independent College: Examples from the Sector. Council of Independent Colleges.

6/4 Session 5 Workday 2



Post Reading Memo: Regional Comprehensive Universities & Liberal Arts Colleges

Respond to Classmates’ Reading Memos

Reading for Session 6

6/9 Session 6 HBCUs & Tribal Colleges



Williams, K. L., Burt, B. A., Clay, K. L., & Bridges, B. K. (2018). Stories Untold: Counter-Narratives to Anti-Blackness and Deficit-Oriented Discourse Concerning HBCUs. *American Educational Research Journal*, 0002831218802776.

Gasman, M., & Commodore, F. (2014). The state of research on historically Black colleges and universities. *Journal for Multicultural Education*, *8*(2), 89-111.

American Indian Higher Education Consortium. (1999). Tribal colleges: An introduction.

6/11 Session 7 Workday 3



Post Reading Memo: HBCUs & Tribal Colleges

Respond to Classmates’ Reading Memos

Reading for Session 8

6/16 Session 8 MSIs & Women’s Colleges



Garcia, G. A., & Okhidoi, O. (2015). Culturally relevant practices that “serve” students at a Hispanic Serving Institution. *Innovative Higher Education*, *40*(4), 345-357.

Teranishi, R. T. (2012). Asian American and Pacific Islander students and the institutions that serve them. *Change: The Magazine of Higher Learning*, *44*(2), 16-22.

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.

Smith, D. G., Wolf, L. E., & Morrison, D. E. (1995). Paths to success: Factors related to the impact of women's colleges. *The Journal of Higher Education*, *66*(3), 245-266.

Langdon, E. A. (2001). Women's colleges then and now: Access then, equity now. *Peabody* *Journal of Education*, *76*(1), 5-30.

Guy-Sheftall, B. (1982). Black women and higher education: Spelman and Bennett colleges revisited. *The Journal of Negro Education*, *51*(3), 278-287.

6/18 Session 9 Workday 4



Post Reading Memo: MSIs & Women’s Colleges

Respond to Classmates’ Reading Memos

Reading for Session 9

6/23 Session 10 Land Grant Universities and the AAU

Association of Public Land Grant Universities (2017). 2017 Annual Report.

Haycock, K., Lynch, M., & Engle, J. (2010). Opportunity Adrift: Our Flagship Universities Are Straying from Their Public Mission. *Education Trust*.

Mack, E. A., & Stolarick, K. (2014). The gift that keeps on giving: land-grant universities and regional prosperity. *Environment and Planning C: Government and Policy*, *32*(3), 384-404.

Altbach, P. G. (2004). The costs and benefits of world-class universities. *Academe*, *90*(1), 20-23.

Eide, E., Brewer, D. J., & Ehrenberg, R. G. (1998). Does it pay to attend an elite private college? Evidence on the effects of undergraduate college quality on graduate school attendance. *Economics of Education Review*, *17*(4), 371-376.

6/25 Session 11 Final Session

Post Reading Memo: Land Grant Universities and the AAU

**General Course Information**

**Student Support**

*Disability Accommodations*: “Students who need accommodations are asked to electronicallysubmit 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).”

*Basic Needs Accommodations*: Any student who faces challenges securing their food or housingand believes this may affect their performance in the course is urged to contact the Dean of Students for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable her to provide any resources that she may possess.

**Respect for Diversity**

*Non-Discrimination Policy*: Auburn University is committed to providing an environment thatis 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 .

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 and safe for you.

**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 was submitted ON TIME via Canvas. Then, when you return to class, you should bring your documentation for 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 under therespective assignment description. 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* 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.

**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/)

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

**Organizations**

American College Personnel Association (www.myacpa.org)

American Educational Research Association (www.aera.net) Association for Institutional Research (www.airweb.org)  Association for the Study of Higher Education (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)

Association of Governing Boards of Universities and Colleges (www.agb.org)

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

National Association of College and University Business Officers (www.nacubo.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