**ELPA 882: Minority-Serving Institutions of Higher Education**

**Department of Educational Leadership & Policy Analysis**

**University of Wisconsin-Madison**

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#### Course Description

While American higher education has been expected by many to a great equalizer, access and persistence in higher education remains unequal along racial and ethnic lines—as well as across socio-economic status. African American, Hispanic/Latino(a), Native American, and many Asian American Pacific Islander (AAPI) students have been and continue to be underrepresented in higher education as well as disproportionately less successful than their White counterparts with respect to their academic persistence and achievement. Whether patently excluded through state laws and institutional policies—including *de jure* and *de facto* segregation—and/or challenged by overt and covert forms of institutional and interpersonal discrimination—many of these respective populations of students have long faced and continue to face significant challenges with respect to being successful in higher education.

In broad strokes, Minority-Serving Institutions (MSIs) emerged as a product of and in response to the longstanding history of inequity within higher education. With explicit or implicit commitments to serving disenfranchised student populations, many MSIs stand in sharp contrast in many ways to more mainstream colleges and universities—which are often referred to as Predominantly White Institutions (PWIs). While definitions and designations of MSIs vary, MSIs include Historically Black Colleges and Universities (HBCUs), Hispanic-Serving Institutions (HSIs), Tribal Colleges and Universities (TCUs), and Asian American Native American Pacific Islander Institutions (ANNAPISIs).

Notwithstanding variation across MSIs, we know that on the whole they make significant educational contributions with respect to underrepresented populations—contributions not paralleled by PWIs. But why? And how? Why do MSIs often serve historically underrepresented students better than PWIs? How do they do so? What are their origins, what do their futures hold, and what should they hold? *In what ways are the various types of MSIs similar and how are they different?* What are the perspectives of MSI stakeholders, advocates, and critics? How are MSIs organized? What is it like to actually be at an MSI – to experience it? What challenges and opportunities have MSIs dealt with and with what successes and failures? *What can PWIs learn from MSIs*? What can those of us in this course learn from one another about MSIs?

To address these and other questions, the instructor of this course will seek to create a classroom environment in which everyone is invited and encouraged to engage in “spirited dialogue” throughout the course.

**Please Note**: We will tentatively plan to take a field trip visit (Friday/Saturday) to the College of Menominee Nation (<http://www.menominee.edu>) near the end of the course. If this can be arranged, we will likely stay at the Konkapot Lodge on Friday evening and return to Madison by 4:00pm on Saturday.

**Overview of Course**

I. Minority Students in Higher Education and Minority Serving Institutions

II. Historically Black Colleges and Universities, hbcus

III. Tribal Colleges and Universities, tcus

IV. Hispanic Serving Institutions, hsis

## V. Asian American and Native American Pacific Islander Serving Institutions, aanapisis

VI. Programs and Practices for Empowering a Diverse America

VII. reflecting on MSIs, PWIs, and the Education of a Diverse American

VIII. Charting a Research Agenda: MSIs and Future Lines of Inquiry

**Course Readings**

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| **Required Texts:**  Gasman, M., Baez, B., & Turner, C. S. (Eds.) (2008). Understanding Minority-Serving Institutions*.*  Albany, NY: SUNY Press. |

Conrad, Clifton and Marybeth Gasman. (2015) Educating a Diverse Nation: Lessons from Minority-

Serving Institutions. Cambridge, Massachusetts & London, England: Harvard University Press.

**Note on the Readings:**

I have shared course readings through Box, UW-Madison’s cloud storage. As a UW-Madison student with MyUW credentials, you can access this shared drop box at the following URL:

https://uwmadison.box.com/s/2235ud4ko84t6e1wy5e6

When you point your browser to this URL, you will be asked to log in with your MyUW credentials. I have organized the readings in folders for each of the “units” described below. You can also find a copy of the syllabus in this drop box.

To supplement the course readings and to assist you in your own inquiry, you may find the following journals useful. You can access the full text for most of these journals through the UW Libraries web site (http://www.library.wisc.edu). Each journal varies in scope, audience, etc., so keep this in mind when exploring the literature related to your interests. For a synopsis of each journal, consider using Ulrich’s Periodical Directory, accessible through the UW Libraries web site (under “E-Resources/Article Databases”-–search for individual journals by name).

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| Education Journals  *•American Educational Research Journal*  *•ASHE Higher Education Report* (formerly *ASHE-ERIC Series*)  *•Educational Researcher*  *•Harvard Educational Review*  *•Innovative Higher Education*  *•Journal of Higher Education*  •*National Association of Student Affairs Professionals (NASAP) Journal*  *•Review of Higher Education*  *•Review of Educational Research*  *•Thought & Action*  HSI-Related Journals  *•Harvard Journal of Hispanic Policy*  *•Hispanic Outlook in Higher Education*  *•Hispanic Journal of Behavioral Sciences*  *•Journal of Hispanic Higher Education*  *•Journal of Latinos and Education*  *•Latino Studies* | HBCU-Related Journals  *•Black History Bulletin*  *•Black Scholar*  *•Diverse Issues in Higher Education* (formerly *Black Issues in Higher Education*)  *•Harvard Journal of African American Public Policy*  *•Journal of African American History*  *•Journal of African American Studies*  *•Journal of Black Studies*  •*Journal of Blacks in Higher Education*  *•Journal of Negro Education*  *•Negro Educational Review*  *•Western Journal of Black Studies*  TCU-Related Journals  *•American Indian Quarterly*  *•Tribal College: Journal of American Indian Higher Education* |

REQUIRED READING: **ACADEMIC HONESTY POLICY IN THIS COURSE** (see last page of this syllabus)

**Websites**

Center for Minority-Serving Institutions (University of Pennsylvania)

www2.gse.***upenn***.edu/cmsi

HBCUs

National Association for Equal Opportunity in Higher Education: http://www.nafeo.org

TCUs

American Indian Higher Education Consortium: http://www.aihec.org/

HSIs

Hispanic Association of Colleges & Universities: http://www.hacu.net/hacu/default.asp

AANAPISIs

Asian American and Pacific Islander Higher Education Resource Center: http://aapiherc.southseattle.edu/

**Course Requirements**

**Lead Discussant** (sign up for one slot on the first day of class, present throughout the semester)

Students will work in teams of 2-3 people to engage the class on course readings and key themes for each week. Each group will have 1-1.5 hours, with the option to present the first half of class or the latter. You do not need to cover every reading assigned for the week, but it is important to draw key ideas directly from the readings and highlight them throughout your presentation. In addition, feel free to draw from outside sources as they relate to the week’s topic (i.e. external articles, books, or websites on the type of MSI you are presenting on). Feel free to be creative in how you choose to proceed, whether it be through inclusion of a PPT, handout, small group work, large group discussion, a game, or activity, etc.

**Final Paper**

In addition to completing the required reading and participating in class discussions, you are required to engage in an independent line of inquiry which culminates in a paper to be completed and presented near the end of the term. Please note: You are welcome to “collaborate” with another person in the class in pursuing this inquiry. (Note: I will gladly consider other options beyond those discussed below. Creativity/imagination is very much encouraged: perhaps a short story/novel?) Your project may focus on MSIs as a whole, one type of MSI, or on two or more types of MSIs. In so doing, you may align your research question with any number of aims and modes of inquiry. As a starting point, identify what interest you want to pursue (i.e., what troubles you? what fascinates you? what is unclear to you?) and think about what kind of meaningful “burning question” you want to ground in that interest. Consider, for example, whether you want to pose a *descriptive*, *interpretive*, *evaluative*, or *theoretical* question:

•**Descriptive** **questions ask: W**hen observing/examining \_\_\_\_\_, what are the salient features, characteristics, phenomena, etc., that come to mind? How can I relate my observations of \_\_\_\_\_\_ to others in such a way that they can capture my experience in observing/examining/reflecting?

•**Interpretive questions ask:** When observing/examining \_\_\_\_\_\_, how can I enhance, complicate, challenge, etc., the presumptions and perspectives I (and perhaps others) have about and toward \_\_\_\_\_\_? In particular, how can I enhance, complicate, challenge my/our understanding of \_\_\_\_\_\_\_ in light of the ideas advanced by (a particular scholar, practitioner, or school of thought)?

•**Evaluative** **questions ask:** When observing/examining \_\_\_\_\_\_\_, what judgments about the worth or significance of a part of \_\_\_\_\_\_\_\_\_\_ can I make? And with what degree of confidence and qualification can I identify and share those judgments?

•**Theoretical** **questions ask:** When observing/examining \_\_\_\_\_\_\_, how can I and others best understand the relationships between discrete ideas, phenomena, etc., in \_\_\_\_\_\_\_? How do these ideas, phenomena, etc., stand in relation to each other? What causes and effects (loosely or strictly defined) can I identify and share with others?

These are by no means mutually exclusive nor are they the only way in which to understand variations and trajectories of research questions. Nonetheless, they should provide a good point of departure for your study of “\_\_\_\_\_\_\_\_\_\_\_\_” – which might be an exploration of an “idea” or a concept (i.e., an abstraction identified or created by you), a text (i.e., a document or set of documents, a piece of scholarly work), or a data set (i.e., numeric, linguistic, or visual data already available or collected by you). Your paper should be somewhere between 10.5 and 25.4 pages. (It’s “the work that matters”—not page length.) When writing your paper, please try to include headers which give your paper a clear structure. With respect to substance, your paper should include:

•An introduction which sets up the paper’s aim, foreshadows its contents, and is inviting to the reader;

•A brief review of directly relevant literature—literature which places your paper in context;

•Your research question(s);

•A description of the way you went about pursuing your research question(s), i.e., what you observed/examined and why, how you observed/examined it;

•The reporting of your findings, interpretations, conclusions.

•As appropriate, a discussion of your paper’s implications – for theory, practice, policy.

**Paper Presentation**

Each student in the class will give a final presentation on their final paper. Time allotted for each presentation depends on the total number of students (roughly 8-12 minutes, including Q&A). Please share with the class your topic of choice, query, motivation, findings, recommendations, etc. Presentation style is up to the student (PPT, handouts, seated, standing, etc.)

**Course Grading**

I invite and encourage you to view your investment in your learning and the learning of others as the two major touchstones for you throughout this course. For evaluation purposes, your work in this course will culminate in a final grade weighted as follows:

Class Participation 40%

Lead Discussant 20%

Final Paper 30%

Paper Presentation 10%

**Notes on Academic Writing**

All papers should follow the guidelines of a major style guide of your choice such as the *Chicago Manual of Style* (15th), the *Modern Language Association Style Manual and Guide to Scholarly Publishing* (2nd), or, most common in education research, the *Manual for the American Psychological Association* (5th). If you are not yet acquainted with a citation style, you are encouraged to do so as it will be necessary for major writing projects (e.g. theses, dissertations) that are likely on the horizon in your graduate studies.

Of particular importance in scholarly writing is appropriate use of references. While style guides will help you with the technical aspects of incorporating references in your writing, referring to other texts well is an acquired convention of the scholarly community in which you are writing as well as an art form. For your writing in this course and your future writing, I would encourage you to be mindful of the following:

•Keep your references to popular sources (e.g., magazines, newspapers, web sites) to a minimum. You are participating in an ongoing scholarly conversation in which the norm is to make reference to other voices in that conversation (e.g., books from university presses and other academic publishers, peer reviewed journal articles);

•Although you may infer otherwise from your reading of scholarly work, the quality of references is more important than the quantity of references.

For more information on style guides, scholarly writing, etc., you might consult UW-Madison’s Writing Center (http://www.wisc.edu/writing/index.html), the UW Libraries’ collection of research tips (http://www.library.wisc.edu/research-tips/), or any of the following texts:

Becker, H. S. (1986). *Writing for social scientists: How to start and finish your thesis, book, or article.*  Chicago, IL: University of Chicago Press.

Elbow, P. (1998). *Writing with power: Techniques for mastering the writing process.* New York, NY:

Oxford University Press.

Lanham, R. (1987). *Revising prose.* New York, NY: Longman.

Strunk, W. & White, E. B. (2000). *The elements of style.* Boston, MA: Allyn & Bacon.

Williams, J. M. (2003). *Style: Ten lessons in clarity and grace.* New York, NY: Longman.

Zinsser, W. (2001). *On writing well: The classic guide to writing nonfiction.* New York, NY: Harper Collins.

**Academic Honesty Policy for use in Course Syllabi**

**(Drafted by Rachelle Winkle-Wagner, July 2014)**

Academic honesty is the foundation of intellectual inquiry and academic pursuits. All students in this class are expected to hold each other to standards set forth by the University of Wisconsin Code Of Academic Integrity. If you have any questions about this, please talk to me and/or visit the following website to review the policy: <http://students.wisc.edu/doso/acadintegrity.html>

For the purposes of this course, **academic misconduct** is defined as any activity that undermines the academic integrity of the class or the institution. Academic misconduct can include human, paper copy of electronic resources. In this class, academic misconduct includes:

1. **Cheating**: using or providing unauthorized help such as:
   1. Copying your own previous work (e.g., a paper that you submitted to a previous class in part or in full) unless given permission to do so;
   2. Using unauthorized assistance (notes, books, other faculty, other students) on any exams or quizzes (take home or in-class) if instructed not to do so;
   3. Using materials from a commercial term paper company;
   4. Using another person as a substitute in taking an exam or a quiz without authorization;
   5. Collaborating on a paper that was not a group project (e.g., where another student wrote part or all of a paper without credit);
   6. Using unauthorized assistance in fieldwork (e.g., having another person collect data for you without the professor’s approval);
   7. Changing a grade or score.
2. **Fabrication**: falsifying information or data in any academic exercise.
3. **Plagiarism**: using another person’s work, including other students’ work, without properly citing it. All ideas that are taken from another source (e.g., book, article, report, lectures, other students’ work) must be properly cited. Citations must be used for ideas such as:
   1. Another person’s direct quote (unless a pseudonym is used in a qualitative project);
   2. Another person’s ideas, opinions, theories, or hypotheses;
   3. Paraphrased words, ideas, opinions theories, or hypotheses;
   4. Statistics or illustrative materials (e.g., diagrams, figures)

**For examples of academic misconduct policies that include similar definitions, see:**

* Indiana University: <http://www.iu.edu/%7Ecode/code/responsibilities/academic/index.shtml>
* University of Michigan, Rackham Graduate School: <http://www.rackham.umich.edu/current-students/policies/academic-policies/section10>
* University of Nebraska: <http://comm.unl.edu/files/dept/GradePolicy.pdf>
* Michigan State University: <https://www.msu.edu/~ombud/academic-integrity/plagiarism-policy.html>

Ohio State University: <http://oaa.osu.edu/coamtensuggestions.html>

**OVERARCHING DISCUSSION QUESTIONS TO GUIDE READING (DISCUSS)**

1. If you were awakened in the middle of the night and told that you would soon be departing earth unless

you were able to address this question—What did you learn in the reading that enhanced your

understanding of MSIs?—what would you say?

2. What did you find “troubling” or “disturbing” about the reading?

3. What “surprised” you—and/or caught your attention—about the reading?

4. Where is the person(s) writing the article/chapter “coming from”—cognitively and affectively—and

with what agenda?

5. Putting yourself in the context/situation described in the reading, what would be your reaction—

thinking and feeling—if you were in a similar position?

6. Did you come up with any ideas for your future inquiry?

**OVERARCHING QUESTIONS TO GUIDE THE COURSE (DISCUSS)**

1. Definitions/Meanings/Identities of MSIs? (Legal to Working Definitions/Meanings/Identities both

collectively and individually)

2. What kinds of inquiry (research, advocacy, critique) is needed on MSIs?

3. Using MSIs as a window into the future, what are the major “challenges” and “opportunities” facing

higher education in the next quarter of a century?

4. In your “ideal higher education system in the United States (and elsewhere in the world) in the year

2050, in what ways should MSI’s be part of higher education and, if so, what role(s) should they play?

5. **What can our nation’s colleges and universities learn from MSIs about educating a diverse**

**America?**

**I. Minority Students in Higher Education and Minority Serving Institutions**

More than 4,000 colleges and universities constitute the higher learning in the United States. Difference and similarities cut across these institutions –each college and university is at once a particular types (e.g., public, private, research-oriented, liberal arts, two-year, four-year, urban, regional, national) and distinctive in its own right. MSIs constitute about one-fifth of this diverse landscape, with HSIs being largest in number, followed by ANNAPISIs, HBCUs, and TCUs. Difference and similarities abound across MSIs—from their histories, purposes, definitions, and geographical locations. As with categorizing or classifying within higher education writ large, the boundaries between each categorization or classification of MSIs are more permeable than rigid. In this section we focus our attention on the similarities and differences across MSIs.

Drezner Quote (Springboard for Discussion):

“The purpose of the classification of minority-serving institutions is to make sure that underrepresented and under-served peoples have access to and funding to receive a college education. Such a classification should not and need not be given to all those populations that are non-majority, and it should not be automatically be given to schools serving populations that were once excluded from higher education, such as women, Jews, or Catholics. While once excluded from U.S. higher education, women, Jews and Catholics were barred on an institutional level rather than through legislative segregation (Thelin, 2004). Deaf students were de facto excluded from higher education when universities lacked support services and classroom access. Our need to support Black, Hispanic, American Indian, and AAPI students and deaf education is different than those of other non-majority groups. By extending the classification to deaf-serving institutions we will continue to support and further this marginalized group within society.”

**Required Readings**

Conrad and Gasman (2015). “Introduction” and “The challenge of educating a diverse America.” In C.

Conrad and M. Gasman, *Lessons from the Margins* (pp. 1-20). Cambridge, Massachusetts: Harvard University Press.

Conrad and Gasman (2015). “Minority-Serving institutions: educating diverse students for a diverse

world.” In C. Conrad and M. Gasman, *Lessons from the Margins* (pp. 21-34). Cambridge, Massachusetts: Harvard University Press.

Staklis, S., & Horn, L. (2012). New Americans in postsecondary education: A profile of immigrant and

second generation American undergraduates. *Stats in Brief: US Department of Education National Center for Education Statistics*.

Makomenaw, Matthew Van Alstine (2012). Welcome to a new world: experiences of American Indian

tribal college and university transfer students are predominantly white institutions. *International*

*Journal of Qualitative Studies in Education.* 25-7. 855-866.

Maina, F., Burrell, M., & Hampton, B. (April 21, 2011). Coping strategies for students of color in

a predominantly white college: voices from alumni. Oswego, New York: State University of New

York.

Gasman, M. (2008). Minority-serving institutions: An historical backdrop. In M. Gasman, B. Baez, & C.

S. Turner (Eds.), *Understanding minority-serving institutions* (pp. 18-27). Albany, NY: SUNY Press.

Gasman, Marybeth; Nyguyen, Thai-Huy; and Clifton Conrad (2015). “Lives intertwined: A Primer on

the history and emergence of Minority Serving Institutions,” Journal of Diversity in Higher

Education.

Gasman, Marybeth (2014). The Relevance and Contributions of Minority Serving Institutions. Report by

the Director of the Penn Center for Minority Serving Institutions. (6 pages).

Mercer, C., & Stedman, J. (2008). Minority-serving institutions: Selected institutional and student

characteristics. In M. Gasman, B. Baez, & C. S. Turner (Eds.), *Understanding minority-serving institutions* (pp. 28-42). Albany, NY: SUNY Press.

United States Department of Education List of Postsecondary Minority Institutions.   
 http://www.ed.gov/about/offices/list/ocr/edlite-minorityinst.html.

Penn Center for Minority Serving Institutions (2015). *Students at the margins and the institutions*

*that serve them: Location of minority serving institutions.* Accessed August 12, 2015. Retrieved

from [http://www.gse.upenn.edu/pdf/cmsi/MSIs Location Map.pdf](http://www.gse.upenn.edu/pdf/cmsi/MSIs%20Location%20Map.pdf).

Map of MSIs in the United States **(VERY IMPORTANT).** Data retrieved from

[http://www.gse.upenn.edu/pdf/cmsi/MSIs Location Map.pdf](http://www.gse.upenn.edu/pdf/cmsi/MSIs%20Location%20Map.pdf).

**II. Historically Black Colleges and Universities (HBCUs)**

This section of readings over the next four weeks moves our attention from the place of MSIs in the broad landscape of American colleges and universities to more finely-tuned perspectives on HBCUs, HSIs, TCUs, and AAPIs. These perspectives extend our view of MSIs as institutional types to an understanding of HBCUs, HSIs, AAPIs and TCUs as products of and actors in a complex web of political, social, and legislative environments. In so doing, we examine the histories of these four types of MSI, reflecting on their distinct informal and formal origins which have shaped and continue to influence their nominal and espoused purposes and identities. This historical context enables us to see how MSIs are nested in particular geographic and demographic circumstances, which have an impact on them. Altogether, these readings will help us to construct contemporary portraits of the four main types of MSIs.

While American colleges and universities often “look alike” on the surface, there are significant differences between many MSIs and Predominantly White Institutions (PWIs)with respect to their organization, governance/administration, and financing. What are the purposes of MSIs – whose interests do MSIs serve, and how are those interests expressed? How are MSIs organized – what are the units of organization and how do personnel fit into those units? How are MSIs governed – how are strategic decisions made? How are MSIs administered – through what channels and means do authority and influence operate? How are MSIs financed? What about the organization, governance, administration, and financing of MSIs is endemic to MSIs and to what advantage and disadvantage?

**Required Readings**

Simmons, J., Lowery-Hart, R., Wahl, S. T., & McBride, M. C. (2013). Understanding the African-

American student experience in higher education through a relational

dialectics perspective. *Communication Education*, *62*(4), 376-394.

Allen, W. R. & Jewell, J. O. (2002). A backward glance forward: Past, present, and future perspectives on

historically black colleges and universities. *Review of Higher Education, 25*(3), 241-261.

Wilson-Mbajekwe, C. O. (Ed.). (2006). Introduction. In The Future of Historically Black Colleges and

Universities: Ten Presidents Speak Out (pp. 3-33). Jefferson, North Carolina: McFarland & Company, Inc.

Boland, W.C. & Gasman, M. (2014). America’s Public HBCUs: A four state comparison of institutional

capacity and state funding priorities. Center for Minority Serving Institutions at Penn GSE.

Sav, T. (2000). Tests of fiscal discrimination in higher education finance: Funding historically black

colleges and universities. *Journal of Education Finance, 26*(2), 157-72. **SKIM**

Minor, J. T. (2004). Decision making in historically black colleges and universities: Defining the

governance context. *Journal of Negro Education, 73*(1), 40-52.

Minor, J. T. (2008). Groundwork for studying governance at historically Black colleges and universities.

In M. Gasman, B. Baez, & C. S. Turner (Eds.), *Understanding minority-serving institutions* (pp. 169-182). Albany, NY: SUNY Press.

Outcalt, C. L. & Skewes-Cox, T. E. (2002). Involvement, interaction, and satisfaction: The human

environment at HBCUs. *Review of Higher Education, 25*(3), 331-347.

Nichols, J. C. (2004). Unique characteristics, leadership styles, and management of historically black

colleges and universities. *Innovative Higher Education, 28*(3), 219-229.

Reid-Wallance, C. (2006). Carolynn Reid-Wallance, former United States Assistant Secretary for

postsecondary education; former president,Fisk University. In Mbajekwe, C.O. (Ed.) *The Future of Historically Black Colleges and Universities: Ten Presidents Speak Out (pp. 81-94).* Jefferson, NC: McFarland & Company Publishers.

Kim, M. and Conrad, C. F. (2006). The impact of historically black colleges and universities on the

academic success of African American students. *Research in Higher Education* 47, 399-427.

Strayhorn, T., & Hirt, J. (2008). Social justice at historically Black and Hispanic-serving institutions:

Mission statements and administrative voices. In M. Gasman, B. Baez, & C. S. Turner (Eds.), *Understanding minority-serving institutions* (pp). Albany, NY: SUNY Press.

**III. Tribal Colleges and Universities (TCUs)**

**Required Readings**

Brayboy, B. M. J., Fann, A. J., Castagno, A. E., & Solyom, J. A. (2012). American Indian and

Alaska Native college students (pp. 53-72). In *Postsecondary Education for American Indian and Alaska Natives: Higher Education for Nation Building and Self-Determination: ASHE Higher Education Report 37: 5*. John Wiley & Sons.

Dodge Francis, C. (2009). The agony of navigating westernized colleges (pp. 55-68). In *The Art*

*of Looping Linear: Perspectives from Tribal College Students and Faculty*. VDM Verlag.

Badwound, E., & Tierney, W.G. Leadership and American Indian Values: The Tribal College Dilemma.

In ASHE Reader: “Racial and Ethnic Diversity in Higher Education,” pp.441-445

Stein, W., Shanley, & Sanchez, T. (2012). The effect of the Native American Higher Education Initiative

on strengthening tribal colleges and universities: Focus on governance and finance. In Benham, M.K.P. & Stein W. J. (Eds.) *The Renaissance of American Indian Higher Education(pp. 75-98). Routledge*

Guillory, J. & Ward, K. (2008). Tribal colleges and universities: Identity, invisibility, and current issues.

In M. Gasman, B. Baez, & C. S. Turner (Eds.), *Understanding minority-serving institutions* (pp.

91-110). Albany, NY: SUNY Press.

American Indian Higher Education Consortium and The Institute for Higher Education Policy. (1999,

February). *Tribal colleges: An introduction*. Alexandria, VA: AIHEC.

Francis, C.D. (2009). Chapter three: The Birth of tribal colleges. In The Art of Looping Linear:

Perspectives from Tribal College Students and Faculty (pp. 32-42). VDM Verlag.

**IV. Hispanic Serving Institutions (HSIs)**

**Required Readings**

Perez, William (2009). Loss of talent? Citizenship and higher education access for undocumented

students. The Claremont. School of Educational Studies at Claremont Graduate University, 1-5.

Moreno, Kriztyan A. (2011). Three questions. Harvard Educational Review 81 (3). 473-475.

Perez, Monte E. (2008). Establishing institutions of higher education that serve Latinos (pp. 107-

122). In *Latino change agents in higher education: Shaping a system that works for all*.

John Wiley & Sons

Laden, B. V. (2004). Hispanic-serving institutions: What are they? Where are they? *Community College*

*Journal of Research and Practice, 28*, 181-198.

Santiago, D. (2006). *Inventing Hispanic-Serving Institutions (HSIs): The Basics*. Washington, DC:

Excelencia in Education.

Nunez, A.M., Ramalho, E.M., and Cuero, K.K. (2010). Pedagogy for equity: Teaching in a Hispanic-

serving institution. Innovative Higher Education, 35 (3), 177-190.

Bridges, B., Kinzie, J., Laird, T. F. N., & Kuh, G. D. (2008). Student engagement and student success at

historically Black and Hispanic-serving institutions. In M. Gasman, B. Baez, & C. S. Turner (Eds.), *Understanding minority-serving institutions* (pp. 217-236). Albany, NY: SUNY Press.

Contreras, F. E., Malcom, L. E., & Bensimon, E. M. (2008). Hispanic-serving institutions: Closeted

identity and the production of equitable outcomes for Latino/a students. In M. Gasman, B. Baez, & C. S. Turner (Eds.), *Understanding minority-serving institutions* (pp. 71-90). Albany, NY: SUNY.

## V. Asian American and Native American Pacific Islander Serving Institutions (AANAPISIs)

**Required Readings**

Her, C.S. (2014). Ready or Not: The academic college readiness of Southeast Asian Americans. In

*Multicultural Perspectives*, 16(35-42).

Fong, T. (2009).  The right to excel: Asian Americans and educational opportunity (pp. 76-111). In

*The Contemporary Asian American Experience: Beyond the Model Minority* (3rd ed)*.* Pearson.

Park, J. J., & Teranishi, R. T. (2008). Asian American and Pacific Islander serving institutions: Historical

perspectives and future prospects. In M. Gasman, B. Baez, & C. S. Turner (Eds.), *Understanding*

*minority-serving institutions* (pp. 111-126). Albany, NY: SUNY Press.

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**VI. Programs and Practices for Empowering a Diverse America**

This week we examine more subtle and nuanced features of MSIs, which have been identified by members of MSI communities and variously observed by researchers and others who have visited MSIs. What differences and similarities can we find among HBCUs, HSIs, AAPIs and TCUs when examining the experiences of stakeholders? What do we know about the ethos of MSIs – the overarching character of an individual campus or group of campuses? What do we know about the culture of MSIs – the traditions, norms, and values of an individual campus or a group of campuses? What do we know about how teaching, learning, and leadership are nested in the ethos or culture of an individual MSI campus or group of MSI campuses? What outcomes – intended or otherwise – are the product of these aspects of MSIs? What differences and similarities do we find among HBCUs, HSIs, AAPIs and TCUs when examining the experiences of stakeholders?

**Required Readings**

Conrad and Gasman (2015). Tribal colleges and universities. In C. Conrad and M. Gasman, *Lessons from*

*the Margins* (pp. 35-92). Cambridge, Massachusetts: Harvard University Press.

Conrad and Gasman (2015). Hispanic-Serving institutions. In C. Conrad and M. Gasman, *Lessons from*

*the Margins* (pp. 93-151). Cambridge, Massachusetts: Harvard University Press.

Conrad and Gasman (2015). Historically Black Colleges and Universities. In C. Conrad and M. Gasman,

*Lessons from the Margins* (pp. 152-200). Cambridge, Massachusetts: Harvard University Press.

Conrad and Gasman (2015). Asian American and Native American Pacific Islander Institutions. In C.

Conrad and M. Gasman, *Lessons from the Margins* (pp. 201-256). Cambridge, Massachusetts:

Harvard University Press.

Conrad and Gasman (2015). Practices for educating a diverse America. In C. Conrad and M. Gasman,

*Lessons from the Margins* (pp. 257-275). Cambridge, Massachusetts: Harvard University Press.

**VII. Reflecting on MSIs, PWIs, and the Education of a Diverse American**

Given the differences and similarities between MSIs and PWIs, it follows MSIs are presented with challenges and opportunities that are both similar to and different from those faced by PWIs. This section of readings focuses on the challenges and opportunities specific to MSIs – from MSIs generally and sub-groups of MSIs, including constituent groups and individuals inside and outside of MSIs. What forces (i.e., ideologies, policies, historic and contemporary circumstances) have inhibited or advanced MSIs from their origins to today? Which among those forces are new, which have endured for years, which are likely to continue, and what new challenges and opportunities appear to be on the imminent horizon? And how do we know or make the judgment that a particular path is a “challenge” or “opportunity”?

**No Readings This Week**

Please take this opportunity to work on your final papers.

**Two-Day Field Trip**

**Discussion**

1. Your perspective: When you look at MSIs, what do you tend to focus on, e.g.,

culture, governance, curriculum, student affairs, extracurriculum, student life,

Other?

2. Questioning Self: What in the course challenged your assumptions about MSIs?

about PWIs?

3. If a student transferred from an MSI to a highly visible PWI, what might they

greatly appreciate—and what might “trouble” them?

4. For graduate and undergraduate students underrepresented in higher education,

in what ways would their “lived experiences” likely be different in MSIs than at

PwIs?

5. What is the most significant thing you learned about MSIs in the course? What

surprised you?

--HSIs?

--HBCUs?

--TCUs?

--AAPIs?

6. What are the most distinctive features of MSIs?

--HSIs?

--HBCUs?

--TCUs?

--AAPIs?

7. What are the major differences across and Within MSIs?

--HSIs?

--HBCUs?

--TCUs?

--AAPIs?

8. What are the major differences between MSIs and PWIs?

9. What might/could PWIs learn from MSIs?

--HSIs?

--HBCUs?

--TCUs?

--AAPIs?

**VIII. Charting a Research Agenda: MSIs and Future Lines of Inquiry**

Scholarship related to MSIs is a relatively new development in higher education studies. As such, what we don’t know – and more specifically, what we ought to know – about MSIs far outweigh what we do know. This selection of readings calls our attention to potential lines of inquiry and fruitful lines of inquiry already underway as well as some questions that are critical for the researchers of MSIs. What are the individual and societal benefits of MSIs? What policies and practices can contribute to attracting and retaining students and faculty at MSIs, and what policies and practices can enhance their teaching and learning experiences? What might PWIs learn from MSIs and what are the possibilities and limitations inherent in applying that knowledge? Who can and who should study MSIs? And what other, if any, extraordinary considerations must be given to such studies? These and related questions are taken up in this section of readings.

**Required Readings**

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Beach, A. L., Dawkins, P. W., Rozman, S., & Grant, J. (2008). Faculty development at historically Black

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Turner (Eds.), *Understanding minority-serving institutions* (pp. 156-168). Albany, NY: SUNY

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(Eds.), *Encyclopedia of higher education* (pp 161-167). Santa Barbara, CA: ABC-CLIO.

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maintaining historically black colleges and universities (HBCUs) as predominantly black

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Brown, D. (2003). Tribal colleges: Playing a key role in the transition from secondary to postsecondary

education for American Indian students. *Journal of American Indian Education, 42*(1), 36-45.

Phillips, J. L. (2003). A tribal college land grant perspective: Changing the conversation. *Journal of*

*American Indian Education, 42*(1), 22-35.

De Los Santos Jr., A. G. & De Los Santos, G. E. (2003). Hispanic-serving institutions in the 21st century:

Overview, challenges, and opportunities. *Journal of Hispanic Higher Education, 2*(4), 377-391.

Martinez, D. (2008). Strange bedfellows: Coalition formation among minority-serving institutions. In M.

Gasman, B. Baez, & C. S. Turner (Eds.), *Understanding minority-serving institutions* (pp. 327-

357). Albany, NY: SUNY Press**. VERY IMPORTANT**

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*Educational Researcher, 31*(9), 3-12

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Building on and extending lines of inquiry for the advancement of the public good. In Conrad,

C. F. & Serlin, R. C. (Eds.), *The SAGE handbook for research in education: Engaging ideas and*

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**Presentation of Papers**

**MSI Bibliography:**

**Further MSI-Related Readings Recommended for**

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