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

**Department of Educational Leadership & Policy Analysis**

**University of Wisconsin-Madison**

**COURSE READINGS**

**First Week (June 15 & June 17)**

1. **Locating MSIs on the Landscape of Higher Education**

**Readings:**

* Baez, B., Gasman, M., & Turner, C. S. (2008). On minority-serving institutions. In M. Gasman, B. Baez, & C. S. Turner (Eds.), *Understanding minority-serving institutions* (pp. 3-9). Albany, NY: SUNY Press.
* Conrad, C. F. & Gasman, M. (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, C. F. & Gasman, M. (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.
* 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, M., Nyguyen, T., & Conrad, C. F. (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.
* National Forum on Higher Education for the Public Good (2005). *Map of Minority Serving Institutions in the United States.* Ann Arbor, MI: National Forum. Accessed January 10, 2007. (1 page)
* United States Department of Education List of Postsecondary Minority Institutions.
http://www.ed.gov/about/offices/list/ocr/edlite-minorityinst.html. (**SKIM)**

**Second Week (June 22 & June 24)**

1. **Origins and Contemporary Portraits of AAPIs, HSIs, TCUs, and HBCUs**

**Readings:**

* 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.
* 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.
* 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.
* 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.

**Third Week (June 29 & July 1)**

1. **MSI Structures: Organization, Governance/Administration, and Financing**

**Readings:**

* Boyer, P. (1998, March 1). Many colleges, one vision: A history of the American Indian Higher Education Consortium. *Tribal College Journal, 9*(4), 16-22.  **(SKIM)**
* DiMaria, F. (2005). Under the threshold: Dreaming of becoming an HSI. *Hispanic Outlook in Higher Education, 15*(21), 15-X. (**SKIM)**
* Wolanin, T.R. (1998). The federal investment in minority-serving institutions. In J. P. Merisotis & C. T. O’Brien (Eds.), *New Directions for Higher Education. Minority-serving institutions: Distinct purposes, common goals* (pp. 17-32). San Francisco: Jossey-Bass. **(SKIM)**
* 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)**
* Brady, K., Eatman, T. & Parker, L. (2000). To have or not to have? A preliminary analysis of higher education funding disparities in the post-Ayers v. Fordice era: Evidence from critical race theory. *Journal of Education Finance, 25*(3), 297-322.
* 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.
* 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. 203-216). Albany, NY: SUNY Press.

**Fourth Week (July 6 & July 8)**

1. **Experiencing MSIs: Ethos, Culture, Leadership, Teaching & Learning, and Success**

**Readings:**

* 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.
* Jackson, J. F. L., & Daniels, B. D. (2005). A pilot study of the workplace experiences for white student affairs professionals at historically black colleges and universities: Implications for organizational culture and future research. *National Association of Student Affairs Professionals (NASAP) Journal, 8*(1), 26-49.
* Benitez, M. (1998). Hispanic-serving institutions: Challenges and opportunities. In J. P. Merisotis & C. T. O’Brien (Eds.), *New Directions for Higher Education. Minority-serving institutions: Distinct purposes, common goals* (pp. 57-68). San Francisco: Jossey-Bass.
* 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.
* Stage, F. K., & Hubbard, S. (2008). Teaching Latino, African American and Native American undergraduates: Faculty attitudes, conditions, and practices. In M. Gasman, B. Baez, & C. S. Turner (Eds.), *Understanding minority-serving institutions* (pp. 237-256). Albany, NY: SUNY Press. (**SKIM)**
* 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. (**IMPORTANT)**
* 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.
* 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 Press.
* Laden, B. V., Hagedorn, L. S., & Perrakis, A. (2008). ¿Donde están los hombres? Examining success of Latino male students at Hispanic-serving community colleges. In M. Gasman, B. Baez, & C. S. Turner (Eds.), *Understanding minority-serving institutions* (pp. 127-140). Albany, NY: SUNY Press**. SKIM**
* Suzuki, B. H. (2002). Revisiting the Model Minority Stereotype: Implications for Student Affairs Practice and Higher Education. *New Directions for Student Services*, *97*, 21–32.

**Fifth Week (July 13 & July 15)**

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

**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.

**Sixth Week (July 20 & July 22)**

1. **The Future of MSIs: Current and Emerging Challenges and Opportunities**

**Readings:**

* Beach, A. L., Dawkins, P. W., Rozman, S., & Grant, J. (2008). Faculty development at historically Black colleges and universities: Current priorities and future directions. In M. Gasman, B. Baez, & C. S. Turner (Eds.), *Understanding minority-serving institutions* (pp. 156-168). Albany, NY: SUNY Press.
* Weerts, D. J. & Conrad, C. F. (2002). Desegregation in higher education. In J. JF Forest & K Kinser (Eds.), *Encyclopedia of higher education* (pp 161-167). Santa Barbara, CA: ABC-CLIO.
* Brown, M. C. (2002). Good intentions: Collegiate desegregation and transdemographic enrollments. *Review of Higher Education, 25*(3), 263-280.
* Jackson, J. F. L., Snowden, M. & Eckes, S. (2002). Fordice as a window of opportunity: The case for maintaining historically black colleges and universities (HBCUs) as predominantly black institutions. *West’s Education Law Reporter, 1,* 1-19.
* 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
* Olivas, M. A. (2005). Higher education as ‘place’: Location, race, and college attendance policies. *Review of Higher Education, 28*(2), 169-189.

**Seventh Week (July 27 & July 29)**

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

**Readings:**

* Kievit, J. A. (2003). A discussion of scholarly responsibilities to indigenous communities. *American Indian Quarterly, 27*(1), 3-45**.**
* Tillman, L. (2002). Culturally sensitive research approaches: An African American perspective. *Educational Researcher, 31*(9), 3-12.
* Bensimon, E. M., Polkinghorne, D. P., Bauman, G. L., & Vallejo, E. (2004). Doing research that makes a difference. *Journal of Higher Education, 75*(1), 104-126.
* Johnson, J., Conrad, C. F., & Perna, L. W. (2005). Minority-serving institutions of higher education: 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 enriching inquiry* (pp. 263-277). Thousand Oaks, CA: SAGE Publications.

**Eighth Week (August 3)**

1. **Presentation of Papers**

**Eighth Week (August 5)**

1. **Reflecting on MSIs, PWIs, and the Education of a Diverse America**

**Class Discussion Questions:**

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 assumption 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?

1. What are the most distinctive features of MSIs?

—HSIs?

 —HBCUs?

 —TCUs?

 —AAPIs?

1. What are the major difference across and within MSIs?

—HSIs?

 —HBCUs?

 —TCUs?

 —AAPIs?

1. What are the major difference between MSIs and PWIs?
2. What might/could PWIs learn from MSIs?

—HSIs?

 —HBCUs?

 —TCUs?

 —AAPIs?