**ELPA 882: Minority-Serving Institutions of Higher Education (2017)**

**Department of Educational Leadership & Policy Analysis**

**University of Wisconsin-Madison**

**COURSE READINGS**

**First Week (June 15 & June 16)**

1. **Minority Students in Higher Education and MSIs**
* 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.
* 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.
* 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.
* 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.  **SKIM**
* United States Department of Education List of Postsecondary Minority Institutions.
http://www.ed.gov/about/offices/list/ocr/edlite-minorityinst.html. **SKIM**
* 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).

 Two Readings on Teaching Across Cultures

* Chavez, A.C & Longerbeam, S.D. (2016). “Strengths-Based Teaching in Cultural Context”

 and “The Top 10 Things Faculty Can do to Teach Across Culturals.” In A.C. Chavez and

 S.D. Longerbeam. *Teaching Across Cultural Strengths* (pp. 127-165 and pp. 166-182).

 Sterling, VA: Stylus.

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

* 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. Retrieved from <http://www.gse.upenn.edu/pdf/cmsi/four_state-pcomparison.pdf>.
* 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.

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

* 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.

**Second Week (June 22 & June 23)**

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

* 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.
1. **Asian American and Native American Pacific Islander Serving Institutions**

**(AANAPISIs)**

* 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.
* Laanan, F.S.& Staraobin, S.S. (2004) Defining Asian American and Pacific Islander Institutions. *New Directions for Community Colleges,* 127, 49-59.
* 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.

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

**Readings:**

* 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**). 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). 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). 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). Practices for educating a diverse America. In C. Conrad and M. Gasman, *Lessons from the Margins* (pp. 257-275). 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. (THE BIG PICTURE)

**Third Week (July 6 & July 7)**

**Class Field Trip (College of Menominee Nation)**

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

**Readings:**

* Nguyen, T.H., Lundy-Wagner, V., Samayoa, A.C., Gasman, M.B., Wilson, A., Diggs, D, & Davila, C. (2015). On their own terms: two-year minority-serving institutions. Center for Minority-Serving Institutions at Penn GSE. Retrieved from http://www2.gse.upenn.edu/

cmsi/sites/gse.upenn.edu.cmsi/files/MSI\_CCreport\_FINAL.pdf

* 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**. (SKIM)**
* 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. **(SKIM)**
* 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. **(SKIM)**
* 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. (**Importan**t)
* 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**
* Kievit, J. A. (2003). A discussion of scholarly responsibilities to indigenous communities. *American Indian Quarterly, 27*(1), 3-45**. (SKIM)**
* Tillman, L. (2002). Culturally sensitive research approaches: An African American perspective. *Educational Researcher, 31*(9), 3-12
* 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.

**Fourth Week (July 13 & July 14)**

**Student Presentations**

**VII. 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, extra curriculum, 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?

 —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? --TCUs?

 —HBCUs? AAPIs?