**Diverse Perspectives in Higher Education**  
15:245:641:01  
Fall 2021  
Wednesdays 5:00 – 8:00pm  
Synchronous (Hybrid)

<table>
<thead>
<tr>
<th>Instructor: Roberto C. Orozco, M.S.</th>
<th>Email: <a href="mailto:roberto.orozco@rutgers.edu">roberto.orozco@rutgers.edu</a></th>
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<tbody>
<tr>
<td>Office Phone Number: N/A</td>
<td>Office Location: Virtual</td>
</tr>
<tr>
<td>Office Hours: By appointment:</td>
<td>Prerequisites or other limitations: Open to all graduate students</td>
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<tr>
<td>Mode of Instruction:</td>
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<tr>
<td>____ Lecture</td>
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<td>____ Seminar</td>
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<td>Directions about where to get permission numbers: Contact instructor</td>
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<td><em>X</em> Online (Synchronous)</td>
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<td>____ Other</td>
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**Student Centered Statement:** Given the ongoing global pandemic and all that we are going through individually and collectively, please be aware that I am here to provide the support needed for each one of you to succeed in this course. Furthermore, if you are experiencing any distress related to your physical, housing, emotional, and mental needs please let me know and I can direct you to the multitude of services offered by Rutgers University–New Brunswick.

**Course Description and Learning Objectives**

Higher education continues to grapple with the historical, intersectional, and multidimensional issues that mark a critical time for students, staff, faculty, and institutional leaders. In the last five years, alone, we have seen a cultural, social, and political shift in how we, as higher education professionals, are called upon to engage critically with our individual and collective work. Furthermore, this is exacerbated by our current reality of an ongoing global pandemic. As such, higher education leaders must be prepared to answer the call for a more socially just and inclusive practice of care in our work.

To this end, this course aims to develop our cultural, social, and political competency through consciousness raising by understanding how our own positionalities influence, enhance, and/or constrain our practice in student affairs. Cultural competency is an outcome of student affairs training that provides one with understanding of the self and others. As such, we will interrogate how higher education and student affairs conceptualizes and operationalizes these concepts of diversity, multiculturalism, social justice, inclusivity, and anti-racism, while doing self-work to understand who we are and how that informs our everyday work in this field.
The learning outcomes for this class include:

- Describe how U.S. higher education—historically and contemporarily—both promoted and undermined equity and social justice for individuals of marginalized groups,
- Develop and engage critically with cultural, social, and political competency by reflecting on one’s own positionality and standpoint,
- Interrogate concepts, theories, and practices of marginality, oppression, and exclusion in higher education and be able to apply it across one’s work,
- Learn critically conscious and culturally relevant pedagogies, and then develop strategies to infuse it into student affairs practice, and
- Understand the ways that systemic racism, whiteness, and colonization is embedded in postsecondary education, and how it affects the experiences of students, staff, and faculty.

Relevant Professional Competencies

This course seeks to address the following [ACPA/NASPA (2016) Professional Competencies]:

- Personal and Ethical Foundations
  - Self-Assessment and Reflection
    - Recognize the importance of reflection in personal, professional, and ethical development.
    - Analyze personal experiences for deeper learning/growth and engage others in reflection.
    - Identify meaningfulness of personal beliefs and commitments.
    - Integrate reflection into [positive] action.

- Social Justice and Inclusion
  - Understanding of Self and Navigating Systems of Power
    - Identify systems of socialization that influence one’s multiple identities and sociopolitical perspectives and how they impact one’s lived experiences
    - Articulate a foundational understanding of social justice and inclusion within the context of higher education
  - Critical Assessment and Self-Directed Learning
    - Utilize critical reflection in order to identify one’s own prejudices and biases
    - Participate in activities that assess and complicate one’s understanding of inclusion, oppression, privilege, and power
  - Engaging in Socially Just Practices
    - Integrate knowledge of social justice, inclusion, oppression, privilege, and power into one’s practice
    - Connect and build meaningful relationships with others while recognizing their multiple, intersecting identities, perspectives, and developmental differences
    - Advocate on issues of social justice, oppression, privilege, and power that affect people based on local, country, and global interconnections
  - Organizational Systemic Advocacy
    - Understand how one is affected by and participates in maintaining systems of oppression, privilege, and power
    - Advocate for the development of a more inclusive and socially conscious department, institution, and profession
Course Expectations

We are in an ongoing global pandemic which shifts the way we interact with each other and how we build community virtually. The following expectations are meant to guide us individually and collectively.

Attendance
This course is being offered online and synchronous. Each week there will be readings, content presentations, and evaluation of your understanding of the course material. It is your responsibility to make sure you follow the schedule provided for the course to stay on task. Your attendance in this course is determined by your engagement in completing assignments and discussions.

Class format
The class is formatted as a semester-long graduate course. The class is discussion and reflection based where students will participate in class discussions as well as provide supplemental activities/media to enhance our learning through individual reflections. To prepare for each week, students will do the following:

1. Complete assigned readings. Carefully read with the goal of understanding the material, being able to summarize each of the readings and consider how each reading adds to your understanding of diverse perspectives in higher education.
2. Contribute to class discussion. You will be ready to engage and be respectful of your classmates by being attentive to their comments.
3. Be intentional in your reflections. My goal with the reading reflections is not to police whether you are reading every single piece of scholarship word for word, but that you are exhibiting a sense of critical thinking by articulating your own perspective of how you understand the texts and content.

Reading Critically
Preparation for each class, through completion of each week’s readings as well as thoughtful reflection on the topics, is critical to your own learning and the learning environment of the class. The course may not always be directed toward discussion of every reading assigned, but instead, to the illumination of themes, constructs, critical analysis of the content, and application to our individual and collective contexts. Further suggestions for critical reading include:

- Setting aside adequate time to spend with all readings prior to the due date of assignments
- Reflecting on the authors’ main arguments and themes
- Critiquing the authors’ ideas
- Considering who the authors are and how their perspectives shape their work
- Thinking about the relationship of the readings to your life
- Considering what new questions, you have from the readings and discussions

Use of online resources and other media
To provide an array of resources for your success in this course, Canvas will be used extensively. You are responsible to regularly check the class page for announcements, to access class materials, and to submit assignments.
Assignments
All assignments are due the day and time as stated on the course guide. Any changes to these dates will be updated accordingly on Canvas and updated in the course guide. Please keep in mind the following:

- Written papers (including reflections, when appropriate)
  ○ You may ask for feedback on a draft. You must submit your paper to me no later than a week before the assignment is due via email.
- All written papers and reflections need to be written in APA format. Refer to the APA 7th edition manual and the very good online resource, *APA Formatting and Style Guide* from the OWL at Purdue: https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html
- Adherence to APA is critical in ensuring appropriate citation of references used in your work.

Late assignments
Life happens. Late assignments will be considered if you have communicated with me prior to the assignment due date and/or time.

Extensions
Extensions may be negotiated. You should request in email no later than a week prior to the deadline, specifying the date you wish to submit the assignment and your reasons for your request (you do not have to provide specific details, just state something like e.g., had to take care of family member, was feeling under the weather, etc.).

Incomplete grade
An incomplete grade must be negotiated prior to the end of the semester. An INC may only be considered if you have completed a substantial portion of the course during the semester.

Accommodation
If you are registered with Disability Support Services and require accommodations, please let me know if you feel comfortable doing so. You can also have Disability Services email me directly so that I can prepare any material or course accommodations appropriately. For more information, go to https://ods.rutgers.edu/students/registration-form More information on Accommodations is posted on our Canvas page.

Academic integrity
Appropriate citation is needed to avoid any issues of plagiarism and to ensure that you give credit where credit is due. As noted above, you should cite all sources using APA format. This citing is required in your papers, handouts, PowerPoints… basically anything you write for this class. More information on Academic integrity is posted on our Canvas webpage.
Grading

The following notion about grading is borrowed from Dr. Alex Lange, Assistant Professor of Higher Ed at Colorado State University:

“Grading tends to undermine the climate of teaching and learning. Once we start grading their work, students are tempted to study or work for the grade rather than for learning”

Grading is often an arbitrary practice of teacher/student relationship with respect to coursework. I acknowledge that we have been conditioned to think of grades as a marker of excellence, competence, and achievement (Lange, 2021). As we build community through this course, my approach to grading is focused on your learning and growth. I also understand that grades are used for opportunities such as grants, fellowships, and other prestige- or competence-granting experiences; so, I will still assign you a grade based on your learning and growth at the end of the semester. Throughout the course, I focus more on qualitative assessment (written and verbal feedback) and will ask questions and make comments that engage your work in this course.

Weekly Reading Critical Notes and Questions (10 x 1.5 points each)..........................15 points
Course Section Reading Reflections (3 x 5 points each)...........................................30 points
Positionality Paper......................................................................................................10 points
Class facilitation.........................................................................................................15 points
Articulating a Social Justice Philosophy.................................................................10 points
Practice Brief............................................................................................................20 points
Total .........................................................................................................................100 points

Rutgers Graduate School of Education grading scale
A = 90 - 100 points
B+ = 85 – 89
B = 80 – 84
C+ = 75 – 79
C = 70 – 74
F = 69 and below

Required texts
- Ferguson, R.A. (2017). We demand: The university and student protests. University of California Press. [eBook available via Rutgers Library]

All other readings are accessible via the Rutgers Library. There will be certain weeks that some of the readings are uploaded on Canvas (i.e., book chapters).
Assignment Information

Weekly Reading Critical Notes and Questions (10 x 1.5 points each)
For each seminar, please be prepared to engage the readings and guest speakers with critical notes. Each week I will pose questions regarding the week’s topics/readings. Your reading notes should include an engagement of what stood out to you in the readings, what questions you were left with after reading the week’s content, and/or a critique of readings, etc.

**Due date:** Every week is listed on course guide. Post your critical notes and questions via Canvas by Tuesday at 11:59PM. There are a total of 11 Weekly Reading Critical Notes and Questions, you are only required to do 9 to receive full credit. Remember that the week you facilitate you do not have to submit a reflection, but you will still get full points for that week’s reflection. Weekly Reading Critical Notes and Questions should be no more than 1-page.

Course Section Reading Reflections (3 x 10 points each)
Because this course is divided into sections, every few weeks you will be required to write a maximum 2-page reflection on the sections of 1) Knowledge and Institution, 2) Critical Theories and Frameworks, and 3) Engaging in Socially Just Practices.

The course section reading reflection is intended for you to make sense of the culmination of the last few weeks readings and discussions. This reflection is intended for you to be able to reflect on your thoughts, feelings, and questions in a way that allows you to bring together the course content and sharing of experiences. I do not expect for you to summarize any readings, rather, I hope that you are able to share what you are sitting with, reflecting on, and moving forward with in your personal consciousness and/or professional practice. Be mindful that part of this reflection may go into your "Articulating a Social Justice Philosophy" assignment.

**Due date:** Each due date is posted on the Course Schedule and must be submitted via Canvas by Wednesday at 11:59PM.

Positionality Paper (10 points)
In no more than 5 pages (plus title page and references page if needed), APA formatted Word doc, you will write about your positionality in society. Positionality refers to how the differences in social position and power shape identities and access to society (Misawa, 2010). Your positionality paper should focus on identifying your racial identity(ies), identifying dominant identities you may have, and lastly, identifying identities that may not be as visible (ones that you feel comfortable disclosing). Consider the following:

- What does the identity mean to you? What does this identity mean to others (stereotypes and assumptions held by society)?
- How does this identity grant you privileges in certain spaces, and perpetuate oppression in others?
- How does this identity impact your work in student affairs? For example, how might this identity impact the relationships you have with students, peers, supervisors, etc.?
- How does this identity, if at all, impact how you see the world and the values you hold?
- Your assessment of your cultural competency (knowledge of self) for this identity.

**Due date:** Wednesday, September 15th at 11:59PM.
Class facilitation (15 points; 7.5 points for lesson plan, 7.5 points for class facilitation)

Your team is charged to be the experts for a week’s topic and readings, and thus, facilitate the class’s understanding of those readings (you should select no more than 3 readings to focus on). Your team will lead a session for the class. There are two components to this assignment:

1. **Lesson Plan** (due one week before Class Facilitation via Canvas): To have a successful class, you will need a written lesson plan. This lesson plan should also include a timeline for the class activities. Your class facilitation generally will be 45 minutes. You will include each of the following sections in your document.

   A. **Learning goals**: These goals will provide a strong direction to the focus of your class facilitation because they will clearly state what you want the class to learn as a result of your teachings. The instructor will also evaluate the facilitation on how well your team met each of the learning goals. Good learning goals are specific, manageable for the time allotted, and connect to the class activities.
      a. Example A: Students will gain an understanding of ____________.
      b. Example B: Students will apply the theory to ____________.

   B. **Overview of Scholarship in Theory**: It is expected that your team will read more materials that those assigned in the course guide to gain a strong understanding of the week’s topic. I also encourage that you bring readings from other classes, relevant personal experiences, and/or professional expertise. In your class facilitation, your team will not provide an extensive review/summary of the readings because we should assume that everyone has read and reviewed before attending class. Instead, your team’s job is to take the readings to the next level by digging deeper and offering activities and info that enhances the required readings.

      Following are suggestions for your team to incorporate into your facilitation:
      a. Background of authors, including the scholarship from which they base their work on
      b. Critiques of the readings (yours and those of other scholars)
      c. Any instruments developed based on the theories
      d. How this reading connects to others discussed in class
      e. Additional work from other scholars that can add to our understanding

   C. **Pedagogical strategies**: Your team’s task is to engage the class towards this process. This could be a case study, having the class dialogue with a guest speaker who shares how they have used theory in their work, a video that illustrates the theory in action followed by a discussion on how to use the theory in examining the developmental process of a particular character in a movie or TV show, etc. **NOTE: Please notify me first before making contact with any potential guest speaker.**

2. **Class facilitation**

   Please practice with your team to ensure that you all know how to use Zoom or WebEx, and that you are ready to go.

   *Due date: Your team will learn about the date of your facilitation on the first day of class.*
Articulating a Social Justice Philosophy (10 points)

The purpose of this maximum 2-page assignment is to articulate how your critical consciousness has evolved throughout the time in this course. You will be expected to articulate your understanding of your knowledge, skills, and action. Relying on the literature and the conversations had in this course, you will develop your philosophical statement on how the concepts of diversity, equity, inclusion, and social justice inform your work and your reality (past and present). In addition, you are asked to discuss how your understanding of your identities (such as race, gender, or gender identity or gender expression, sexual orientation, class, ability status, immigration status, and religion) around which you experience some level of privilege and/or marginalization and how they have been influenced by this course. Offer what course content or assignments added insight to this understanding. Close by sharing what you will do from here based on the learnings in this course.

Due date: Last day to submit your letter is before class on December 8th.

Practice Brief (20 points)

For your final assignment, each of you are expected to write a practice brief on an issue related to diversity in higher education. A practice brief is "provides empirically-based, conceptually-framed recommendations to tackle a specific, urgent challenge that practitioners can use in real-world scenarios they face every day" (JDHE, 2021). This includes a summary of a potentially larger research project/paper that is intended to provide a) statement of the problem being discussed, b) short overview of what we know about the issue at hand (literature review), and c) the future direction for both research and practice for policymakers, decisionmakers, scholars, and practitioners.

Your job is to describe, using evidence and writing from a scholarly and practitioner perspective, what we know about the problem (the literature review) and what we still don’t know, making the case for additional research or a rethinking of the issue. You could write about the interventions being used for a particular issue or the policies being used— anything with practical applications. The practice brief should be kept to a maximum of 8 pages, no more than 2,500 words, using APA guidelines.

Please refer to the Canvas site for further instructions on the type of practice briefs that you will have the opportunity to select for your final assignment. There is also a document attached to the instructions with more detailed information to help guide you as you curate your practice brief.

Three Part Project

(1) Synopsis of Intended Practice Brief Project (2.5 points) – September 29th
(2) Practice Brief Discussion (2.5 points) – December 8th
(3) Practice Brief Submission (15 points) – December 15th
# Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic and Readings</th>
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<tbody>
<tr>
<td><strong>PART I: KNOWLEDGE &amp; INSTITUTION</strong></td>
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<tr>
<td><strong>Week 1</strong></td>
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<tr>
<td>September 1st</td>
<td><strong>Readings:</strong></td>
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<td><strong>Assignment:</strong></td>
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<td>- None</td>
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<tr>
<td>September 8th</td>
<td><strong>NO CLASS (MONDAY SCHEDULE)</strong></td>
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<tr>
<td><strong>Week 3</strong></td>
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<tr>
<td>September 15th</td>
<td><strong>Readings:</strong></td>
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**Assignments:**
- Weekly Reading Critical Notes and Questions #1
- Positionality Paper due by 11:59PM

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<tr>
<td><strong>Week 4</strong></td>
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<tr>
<td><strong>September 22nd</strong></td>
<td><strong>Readings:</strong></td>
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<tr>
<td><strong>Assignments:</strong></td>
<td>- Weekly Reading Critical Notes and Questions #2</td>
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<td><strong>September 29th</strong></td>
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**Assignments:**
- Weekly Reading Critical Notes and Questions #3
- Synopsis of Intended Practice Brief

### Week 6

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<th>October 6th</th>
<th>Readings:</th>
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<tr>
<td>Realities of Minoritized Student Affairs Practitioners</td>
<td>(Select 1-2) <strong>Realities of Minoritized Student Affairs Practitioners Programs:</strong></td>
</tr>
<tr>
<td></td>
<td>(Select 1-2) <strong>Graduate Preparation Programs:</strong></td>
</tr>
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<td></td>
<td>- Perez, D. (2019). No struggle, no progress: The complexities of pre-tenure minoritized faculty addressing bias, discrimination, and oppression in student affairs graduate preparation programs. In P. M. Magolda, M. B. Baxter Magolda, and R. Carducci (Eds.), <em>Contested issues in troubled times: Student Affairs dialogues on equity, civility, and safety</em> (pp. 341-351). Stylus.</td>
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|            | - Kelly, B. T. (2019). You are not alone: Graduate preparation programs’ responsibility and commitment to addressing discrimination and bias in...
classrooms and beyond. In P. M. Magolda, M. B. Baxter Magolda, and R. Carducci (Eds.), *Contested issues in troubled times: Student Affairs dialogues on equity, civility, and safety* (pp. 352-358). Stylus.


Facilitation:
- Ryan Johnson
- Juleisy Gomez

Assignments:
- Weekly Reading Critical Notes and Questions #4

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### PART II: CRITICAL THEORIES AND FRAMEWORKS

#### Week 7

<table>
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<th>October 13th</th>
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Facilitation:
- Kevin Ewell

Assignments:
- Weekly Reading Critical Notes and Questions #5  
- Course Section Reading Reflection (Knowledge and Institution)

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#### Week 8 (Asynchronous)

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<th>October 20th</th>
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**Assignments:**
- Weekly Reading Critical Notes and Questions #6

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### Week 9

#### October 27th

**Disability Justice**

**Readings:**

**Facilitation:**
- Lauren Kerton
- Ariel Chun

**Assignments:**
- Weekly Reading Critical Notes and Questions #7

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### Week 10 (Asynchronous)

#### November 3rd

**Redefining Success: Grit, Resiliency, and Thriving**

**Readings:**
<table>
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<th>November 10(^{th}) Gender and Sexuality in Higher Education</th>
<th>Readings:</th>
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**Facilitation:**

• Daveon Shackleford

**Assignments:**

• **Weekly Reading Critical Notes and Questions #9**
### November 17th

**Trauma**

#### Readings:

#### Facilitation:
- Angel Cordero-Gonzalez
- Kelsey Dunne

#### Assignments:
- **Course Section Reading Reflection (Critical Theories and Frameworks)**

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### November 24th

**NO CLASS – UNIVERSITY OBSERVED DAYS OFF**

### Week 13

### PART III: ENGAGING SOCIALLY JUST PRACTICES

### November 29th

**Student Activism in Higher Education Pt. 1**

#### Readings:

#### Facilitation:
### December 1st

**Student Activism in Higher Education Pt. 2**

**Assignments:**
- **Weekly Reading Critical Notes and Questions #10**

**Readings:**

**Facilitation:**
- Sam Demarse
- Alexys Anderson
- Dom Nalbandian

**Assignments:**
- **Weekly Reading Critical Notes and Questions #11**

### Week 15

#### December 8th

**Culturally Relevant Pedagogies &**

**Readings:**
## Supporting Ourselves


### Assignments:

- Articulating a Social Justice Philosophy due by 11:59PM
- Course Section Reading Reflection (Engaging Socially Just Practices)
- Practice Brief Discussion

## FINALS WEEK

| December 15<sup>th</sup> | Practice Brief due via Canvas by Wednesday, December 15<sup>th</sup> by 11:59PM |

COURSE GUIDE IS SUBJECT TO CHANGE DEPENDING ON THE NEEDS OF THE SPACE WE BUILD TOGETHER THIS SEMESTER! ANY CHANGES WILL BE COMMUNICATED IN ADVANCE.