A Note from the Chair

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Spring has arrived in Charlotte and the azaleas are in bloom. Gardeners are planting their tomatoes. I mention these pleasantries as a segue into a report on our Section. The news is positive. The Sociology of Education Section is in good shape. Our various committees completed much of their designated responsibilities and the forthcoming meetings will highlight the important research being done in our sub-discipline.

As we enter the home stretch of our spring semester, many of us are making summer plans, including getting ready for ASA’s annual meeting in New York, August 10-13, 2019. The late July Summer Newsletter will feature details of the Sociology of Education Section’s program at ASA. In this newsletter, I want to preview some key events so everyone can make early entries in their calendars.
Off-site SOE Section Mentoring Reception and Section Dinner

Sunday, August 11, 2019 5:30-9:30. Even though Monday, August 12, 2019 is Sociology of Education Day at ASA, the Section will host an off-site Mentoring Pairing Reception and Section Dinner on Sunday evening, August 11, in Midtown Manhattan at Utsav Indian Restaurant (utsavny.com). Building on the twin successes of both the 2018 Preconference on Race and Racism and the Mentoring Program, the SOE Section launched two Ad Hoc Committees to continue their momentum. They became the Mentoring Pairing Committee (Bianca Baldridge, Debbie Warnock, and Catherine Voulgaris) and the Sociology of Education Graduate Student Council (Miles Davison, Mai Thai, Alma Nildia Garza, Tanya Sanabria, and faculty mentor Linn Posey-Maddox). Members of both committees agreed that a joint ASA event will efficiently advance their complimentary goals.

The result of their efforts will be a Mentoring Pairing Reception and Mini-conference at Utsav for section members who sign up to be mentees and the mentors assigned to them by the Committee. We will start our evening with a Mentoring Pairing Reception (5:30 to 7:15 pm). We are aiming for 60 people (30 mentor/mentee pairs). It will be facilitated by appetizers (compliments of the SOE Section), a no-host bar, and very brief (30-45 minute) Mini-Conference that will be designed to continue the important work started by the 2018 Preconference on Race and Racism. The mini-conference’s program is being developed and I will provide greater details once it is finalized.

The SOE Section Dinner (7:30-9:30 pm) will immediately follow the Mentoring Pairing Reception and Mini-conference. The Dinner, also at Utsav, will be open to the larger Section membership and their guests. Manhattanites Alan Sadovik and Susan Semel conducted extensive field work in several Midtown Manhattan restaurants. Based on their feedback, we selected Utsav for several reasons:

- The entire restaurant will be ours for the evening;
- The staff will reconfigure the space to accommodate the Reception and then for the Dinner, they will set it back up as a restaurant with multiple small tables to facilitate continued conversations;
- The food is excellent and varied so that omnivores, vegetarians, and vegans can enjoy the meal;
- Several buffet stations will ensure everyone can eat what they want in a timely manner;
- The price per person will be quite reasonable given the restaurant’s location in Midtown Manhattan. We estimate a cost of $70 for the meal and gratuity, and we will have a subsidized price for graduate students—roughly $25-$30. We will have more precise price details once we hear about several grants under review;
● Utsav is a 7 min walk from the Midtown Hilton, obviating the need to pay for transportation to/from the venue to the hotel.

The SOE Section’s leadership learned a lot from the 2018 Section Dinner. While attendees were disappointed by a meal consisting of only appetizers (albeit abundant and delicious) with no places to sit, people really appreciated the extended opportunity to eat and drink and circulate. The unintended consequence of the above less-than-optimal scenario was that attendees were able to talk with multiple sets of colleagues instead of sitting at a table for two hours with only one smaller group of Section members. Thus, we designed the 2019 Section Dinner to capture the best parts of last year’s dinner (circulating and talking among several different sets of colleagues—perhaps switching among the ample number of tables with each visit to the buffet station), while improving the food options (an actual meal).

**SOE Section Paper Sessions and Referred Roundtables**

Thanks to our Program Chair Jeremy Fiel and Roundtables Co-Chairs Sarah Ovink and Sylvia Martinez we will have five outstanding SOE Section-sponsored sessions (in chronological order):

- Problems in Educational Decision-Making, Monday, August 12, 2019 10:30 am-12:10 pm.
- Referred Roundtables, Monday, August 12, 2019 2:30 pm-3:30 pm.
- Educational Inequality and Segregation: New Findings, Monday, August 12, 2019 4:30 pm-6:10 pm.
- School Effects and Interventions, Tuesday, August 13, 2019 10:30 am-12:10 pm.
- Rational Perspectives on Education, Tuesday, August 13, 2019 12:30 pm-2:10 pm.

**SOE Section Business Meeting**

Monday, August 12, 2019 3:30 pm-4:10 pm. This brief session is important to the vitality of the Section. After an update on the status of the Section by current officers, incoming Chair Karolyn Tyson will assume her leadership role.

**On-Site SOE Section Reception and Awards Ceremony**

The official SOE Section Reception and Award Ceremony will be Monday, August 12 from 6:30 p.m. 8:30 p.m. The Section Reception and Awards Ceremony will feature a no host bar, appetizers compliments of the Section, and the opportunity to catch up with
colleagues and friends. The capstone of this event will be our Award Ceremony. *Note that this event will not be on the same day as the Section’s off-site Mentoring Pairing Reception and Section Dinner.* We purposefully selected different days for these key SOE Section events so that people can attend all of them.

By the time the Spring Newsletter arrives in your inbox, the ASA’s election will be underway. I want to thank our Section’s Nominations Committee (Yasmiyn Irizarry, Linn Posey-Maddox, Jessica Calarco, L’Heureux Lewis-McCoy, Victor Rios, Jennifer C. Lee, and Maia Cucchiara) for providing us with an excellent slate of candidates for next year’s leadership. Finally, I hope your local azaleas are blooming, too, and you’ve had an opportunity to plant some tomatoes.

**Messages from the Newsletter Co-editors**

**Deborwah Faulk | Ohio State University**

As a person who values community, it is not an uncommon practice for me to evaluate where I may be missing opportunities to connect with others. My search for an extended academic and professional community encouraged me to attend the 2018 ASA Sociology of Education Pre-Conference on Race and Racism. During the pre-conference, I admittedly, and for the first time in four years of graduate schooling, felt as if I truly belonged as a member of the section. There I made great connections, established new friendships, and learned about exciting new work. Endeavoring to maintain these new feelings of connectedness and belonging and in response to the call to action by incoming chair Roslyn Mickelson, I decided to increase my involvement with the section through service. I saw the opportunity to address the issues brought up during the pre-conference and work together with others to make the section a more inclusive space for all people and their scholarship. My service as newsletter co-editor for the 2018-2019 academic year has afforded me many privileges. Firstly, my role has given me the chance to gain great professional service experience and the opportunity to learn about the progress of the field. Secondly, I have, and even in the smallest way, had the opportunity to advocate for the continuing significance of spaces of inclusion and community and have had the pleasure of uplifting the interests and scholarship of up and coming scholars on the margins. Lastly, working together with a great team of members at various stages in their careers and from diverse backgrounds has really made this a positive experience. I now know at least three additional scholars with whom I can call, collaborate, and celebrate. I highly recommend that all graduate students find ways to serve and be involved.

**Anthony Hernandez | University of Wisconsin—Madison**

The opportunity to serve as a co-editor on the ASA Newsletter is a great opportunity for students looking to polish leadership skills, develop communication competencies, and connect with other graduate students and established scholars. Each of us represents a unique journey but also shared interests in the Sociology of Education. Behind the scenes
we have united to produce this newsletter for a community we expect to grow with over the years. As we turn the halfway corner on this experience, we want to encourage other graduate students to consider participating in this opportunity in the future. As co-editors, we've been proximate to a community of researchers impacting the way we think about education matters. I’d ask all of our readers to please share news of this wonderful opportunity with graduate students in your orbit.

**Dionne Parris | Georgia State University**

Being a Newsletter Co-editor has given me an increased appreciation for networking and community among graduate students. This opportunity has also provided me with an understanding of what service in higher education looks like, and is one that I plan to build upon, especially as I continue in my professional career. Having been a part of this experience, I realize that I no longer exist as just a graduate student with research interests centered in this area, I realize that I have also helped make an important contribution to the larger Sociology of Education community.

**Emerging Scholars**

**Dr. Courtney Luedke’s** experiences as a Multiracial Latina and first-generation college student informs her approach to research and the ways in which she meaningfully engages with her participants. She is a trained sociologist and educational researcher who uses critical qualitative research methods such as in-depth interviews through testimonios, life histories and case studies. Broadly, Dr. Luedke’s research focuses on how Students of Color are socialized within the academy (focusing on critical, inclusive bi-directional socialization). Within this broader context Dr. Luedke examines how institutional policy and practices shape students' educational experiences and career planning, faculty and staff mentoring approaches (as hindering or expanding opportunities), the role of institutional type (PWIs and HBCUs) in students' academic experiences, and examines the racialized experiences of Students of Color in higher education. Historically, research on (as opposed to with) Students of Color has often approached their experiences from a deficit perspective, focusing on individualized experiences as opposed to critiquing the structures and practices that maintain inequality. Dr. Luedke draws on findings from her research to question contemporary modes of
thinking about student success (often defined by access to prestigious institutions, persistence and graduation, and academic achievement). Students in her studies define success not by their own achievements, but rather, by how many others they assist in pursuing a similar path. Dr. Luedke’s scholarship with Students of Color highlights the centrality of communalism and shared success; students were successful when they helped others around them. Moreover, her scholarship also calls into question inequitable policies and practices that perpetuate inequality in access to educational opportunities.

Dr. Luedke currently serves as an Assistant Professor and Interim Program Coordinator for the Higher Education Leadership Program at the University of Wisconsin-Whitewater. She holds a Ph.D. in Educational Leadership and Policy Analysis from the University of Wisconsin-Madison, an MA in Sociology from the University of Wisconsin-Madison and a BA in Spanish from the University of Wisconsin-Whitewater. Her research, teaching, and service are centered around diversity, equity, and inclusion. Her personal involvement in undergraduate research gave her an avenue to begin to study the inequity she observed in the educational pipeline; this experience led her to engage deeply and continuously in undergraduate research as a student, and it has propelled her engagement as a scholar.

Tia Clinton completed her B.A. in Sociology and American Studies at Wesleyan University in 2006. Following, she did recruitment for Prep for Prep and later worked at the National American Civil Liberties Union (ACLU). Currently a Sociology Ph.D. candidate at the University of Michigan, her research broadly looks at racial stratification in education on the K-12 level. More recently, she has been focusing on the relationship between disciplinary practice and academic achievement for black students.

As a sociologist of education, her primary research interests surround school level factors that increase or decrease racial stratification on the K-12 level. More specifically, her scholarship aims to illuminate school and/or educational interventions to make the playing field more level for black and brown students. Presently, she is interested in the ways in which the disproportionate distribution of punitive disciplinary practices, coined as the discipline gap, influences the academic motivation of black students. Her current research explores how the use of restorative justice/practices in the school environment affects school bonding; a variable that moderates the relationship between discipline and achievement. Ultimately, she is concerned with how prioritizing socio-emotional learning can impact academic motivation for black students.
As we promote college readiness work that equips students with tools to successfully enter and complete college, do we consider the tools that racially minoritized students need in order to navigate the impactful racialized social encounters they experience in college? Research and popular media report on the racially aggressive interactions that minoritized students experience while attending some of our most esteemed higher education institutions, and indicate the impact of these encounters on the personal well-being and college success for minoritized students. **Ja'Dell Davis**, a doctoral student in the Department of Sociology at the University of Wisconsin-Madison, is interested in how social understandings, particularly about race and the college experience, emerge or become silenced within the work of making students “ready” for college.

Ja'Dell Davis is a doctoral student in the Department of Sociology at the University of Wisconsin-Madison. Her work focuses on race-ethnicity in education, especially in Out-of-School Time and afterschool educational contexts. She is also a program evaluator with training in Culturally Responsive Evaluation. Ja'Dell previously taught high school in Philadelphia public schools and implemented college access and academic enrichment programming in Chester, Pennsylvania and New York City. Ja'Dell received her B.A. from Swarthmore College, an M.S.Ed. in Secondary School Education at the University of Pennsylvania, and an M.A. in Sociology for from the University of Wisconsin-Madison. Alongside her studies and work in the education field, Ja'Dell is a musician, dancer, avid podcast listener, and an online Scrabble enthusiast.

**Adrian H. Huerta** is a qualitative researcher who focuses on issues for boys and young men of color, college access and equity, and vulnerable populations in the educational pipeline. He is particularly interested in how marginalized Latino boys and young men
learn about higher education and the strategies to retain them in postsecondary education. One recent project examined the funds of gang knowledge Latino male students possess and use in their schools and communities. Adrian found that youth shared information about how to advance their status in gangs, exchanged information on how to survive juvenile incarceration, and other strategies to survive their schools and communities. Recently, Adrian was awarded a $300,000 research grant, with William G. Tierney (USC), to study the best practices to improve college persistence and graduation for men of color in broad access four-year universities. He recently joined the Pullias Center at USC as an assistant professor of education, with a focus on higher education. His work appears in Urban Education, the Urban Review, Education and Urban Society, Journal of Latino/Latin American Studies, and others. He earned his Ph.D. and M.A. in Education from UCLA and an MA in Educational Policy & Leadership from The Ohio State University.

Jasmine Whiteside is currently a thriving third-year Ph.D. student in sociology at The Ohio State University (OSU). She is involved in several social organizations including the Black Graduate Student Caucus, the department’s Student Government Association, and Royalty. She serves as the Vice President for the Institute for Population Research and as the Vice President of Diversity and Inclusion for the sociology department where she intentionally promotes and hosts academic events that address issues of racial, gender, mental disabilities, and other demographic inequalities. She believes providing examples of diversity and inclusiveness in both social and academic areas are germane to understanding the diversity that continues to exist within academia.

Her interests and work are aimed toward giving a voice to underrepresented groups through research, community engagement, and advocacy. She explores narratives of resilient adolescents who overcome poverty, racial and ethnic inequality, and spatial isolation to achieve their academic goals. For example, her master's thesis draws upon interviews with first-generation rural students enrolled in a 4-year university to understand the role social, cultural, and economic resources played in shaping their educational trajectories and current aspirations. Additional research highlights the role of race and spatial isolation on educational and health outcomes. While not all her work is focused on rural residents, she is particularly fond of sharing their experiences because so many of the unique barriers rural students face (especially rural students of color) are left out of the broad literature.
Ashley Wright is a second-year Ph.D. student in the Ohio State department of sociology, focusing on education, gender, class, and stratification. She earned her Bachelor of Arts in Sociology and Social Psychology from The University of California, Irvine and has over three years of experience working in academic research settings as a research assistant and qualitative analyst. Currently, she works for the Center for the Study of Student Life (CSSL) at Ohio State assisting with university-level assessments to improve the experiences of students at OSU.

Her research interests include inequality within higher education, first-generation college students, and the impact of educational experiences on mobility and future labor market outcomes. As a first-generation college student, she is interested in how class culture and gender influence the experiences of students whose parents have not attained a BA degree. She is pursuing her interests through the Higher Education Inequality Project (HEIP), a study led by Dr. Anne McDaniel, Executive Director of CSSL, and Dr. Vinnie Roscigno, Professor of Sociology, and a team of eight graduate students. The longitudinal multi-method study of first-generation college students at The Ohio State University will allow the research team to understand students' subjective experiences during their time at OSU. Her current research focuses on how first-generation college students choose their initial college major and whether their decisions are affected by their parent's occupation in addition to their class background and family income. She hopes to use her research to influence higher education policy and improve intervention strategies for first-generation college students and other at-risk student populations.

Exposing Fake Scholarship

Fraud is, unfortunately, a feature of our lives as citizens, consumers, researchers, and teachers. Academic fraud in its various manifestations is a form of ethical and scientific misconduct and most institutions treat it very seriously whether committed by students or faculty. Perpetrators of academic fraud (henceforth, perps) tend to have an array of motivations that range from finishing a project with less time or effort than is required by genuine scholarship, gaining fame or career advancement the perp would otherwise not achieve, acquiring ill-gotten monetary gains, advancing an unsustainable hypothesis (i.e., Burt’s twin studies purportedly supported the notion that human intelligence is primarily heritable), or undermining a theoretical framework that the perps do not like. During the last decade or so, perps from a variety of disciplines—who have much too much time on their hands—have engaged in elaborate academic frauds targeting feminist, post-modern, critical theories and related paradigms, which they do not admire. Below is an invited response by SOE Section member David Monaghan to the latest incidents of fraud.

—RAM
A Response to Recent Fraudulent Scholarship

by David Monaghan

In the Fall of 2018, an elaborate academic hoax was revealed. Over ten months, three authors submitted 20 papers to (allegedly) top journals in the component fields of what they call “grievance studies”. The authors describe these papers as self-evident “forgeries”, advancing “nutty ideas” using “shoddy methodology”. Ten were accepted for publication. According to the authors, this shows that “there is a problem in our universities, and it is spreading into our culture.”

What can be concluded from this affair? For the authors, the hoax demonstrates the intellectual poverty of the targeted sub-fields. But since no false submissions were made to journals outside of “grievance studies”, one cannot conclude that these fields are uniquely vulnerable to fraud.

What were these fraudulent submissions? The authors describe building each article around a central idea they found “absurd or deeply unethical”, presented in the style of and addressing matters of interest to the fields in question. The submissions were satires. But they weren’t flagrant, audacious satires; the authors describe working hard to “become fluent” in the fields’ “language and customs.” Furthermore, the ideas advanced are not uniformly absurd, despite the authors’ contentions. One discusses how transgender people respond to stigmatizing comments in the workplace. In another, the absurd idea is that a woman could think about bodybuilding as a feminist act. A third traces a Caucasian’s development of critical racial consciousness. These were satires heavily disguised as legitimate submissions.

The authors have not been transparent regarding their behavior. They made public final submissions and reviews, but not their own responses to reviewers. As submissions wound through peer review, the authors would likely have embellished, qualified, or added layers of justification to initial fraudulent statements. Ultimately, this hoax may reveal more about the work required to execute a fraud than about the fields targeted for ridicule.

David Monaghan is an Assistant Professor of Sociology at Shippensburg University of Pennsylvania. His research focuses on high school counselors, postsecondary access, community colleges, and the intersection of education and the life course.
SOE Section Members’ Recently Published Books

**Education & Society: An Introduction to Key Issues in the Sociology of Education.**
Thurston Domina, Benjamin Gibbs, Lisa Nunn, and Andrew Penner.

The sociology of education is a vibrant conversation, representing a diverse set of viewpoints and methodologies. This book seeks to bring students into the discipline’s lively conversations. Rather than trying to introduce you to an established and settled body of knowledge (like an anatomy textbook might), or training you in a set of skills (like a computer science textbook might); *Education & Society* invites readers to jump into the conversation. Each of the book’s chapters represents the current thinking and personality of leading lights in the sociology of education, introducing the ideas and evidence that have been formative to the author’s ongoing understanding of education and as social institution. As such, each chapter has a distinct viewpoint and an argument to make.

**School Choice at the Crossroads: Research Perspectives**
Mark Berends, R. Joseph Waddington, and John Schoenig (Eds.)

*School Choice at the Crossroads* compiles exemplary, policy-relevant research on school choice options—voucher, private, charter, and traditional public schools—as they have been implemented across the nation. Renowned contributors highlight the latest rigorous research findings and implications on school vouchers, tuition tax credits, and charter schools in states and local areas at the forefront of school choice policy. Examining national and state-level perspectives, each chapter discusses the effects of choice and vouchers on student outcomes, the processes of choice, supportive conditions of school choice programs, comparative features of school choice, and future research. This timely volume addresses whether school choice works, under what conditions, and for whom—further informing educational research, policy, and practice.
Gender and STEM: Understanding Segregation in Science, Technology, Engineering and Mathematics
Maria Charles and Sarah Thébaud (Eds.)

This volume features thirteen original chapters on the causes and consequences of gender segregation in scientific, technical, engineering, and math (“STEM”) occupations and files of study in the U.S. Although women have made great strides in equalizing access to labor markets & higher education, many STEM fields remain strongholds of gender segregation. Policymakers, business leaders and activists have launched countless initiatives to diversity access to lucrative, high status occupations and ameliorate labor shortages that diminish innovation and competitiveness. Contributors to this volume apply diverse theoretical lenses and methodological approaches to understand the individual, interactional, organization, and cultural dynamics that drive this segregation. Results show that the gender composition of scientific and technical fields varies a great deal over time and across organizational contexts and socio-demographic groups defined by race, ethnicity, and sexuality. But despite this considerable variability, STEM work and STEM workers in the U.S. are widely presumed to be intrinsically and inevitably masculine. Research presented here reveals how these stereotypes about STEM combine with cultural beliefs about natural and fundamental differences between men and women to produce gendered aspirations and reinforce inequalities in the U.S. scientific and technical workforce.
Universities as Agencies: Reputation and Professionalization
Tom Christensen, Åse Gornitzka, and Francisco O. Ramirez (Eds.)

Through the use of website analyses we examine how Nordic, Chinese, and American universities manage their reputations and present themselves as engaged and rational actors to multiple stakeholders. Part of this book involves looking at the emergence of development, diversity, and legal offices in American universities and speculates as to whether these innovations are likely to globally diffuse. The book as a whole reflects on the tension between universities as products of distinctive histories (organizational path dependencies) and university changes attuned to a transnational higher education organizational field that promotes “best practices” and adds up to pressures toward institutional isomorphism.

Reclaiming Community: Race and the Uncertain Future of Youth Work
Bianca J. Baldridge

Approximately 2.4 million Black youth participate in after school programs, which offer a range of support, including academic tutoring, college preparation, political identity development, cultural and emotional support, and even a space to develop strategies and tools for organizing and activism. In Reclaiming Community, Bianca Baldridge tells the story of one such community-based program, Educational Excellence (EE), shining a light on, both, the invaluable role youth workers play in these spaces, and the precarious context in which such programs now exist. Drawing on rich ethnographic data, Baldridge persuasively argues that the story of EE is representative of a much larger and understudied phenomenon. With the spread of neoliberal ideology and its reliance on racism-marked by individualism, market competition, and privatization-these bastions of community support are losing the autonomy that has allowed them to embolden the minds of the youth they serve. Baldridge captures the stories of loss and resistance within this context of immense external political pressure, arguing powerfully for the damage caused when the same structural violence that Black youth experience in school, starts to occur in the places they go to escape it.
Advancing Higher Education Research on Undergraduate Women in STEM
Lara Perez-Felkner and Joy Gaston Gayles

Equal gender representation remains an issue in STEM fields, affecting the success of undergraduate women across STEM disciplines and departments, institutional types and backgrounds. Yet, the gender gap is experienced differently across these conditions. Increasing evidence of this issue has shown the complexity of the problem and has demonstrated the need for further rigorous research with accessible implications for institutional, scholarly and policy stakeholders. Published on February 22, 2019, a multi-authored volume responds to this need, synthesizing and advancing the field’s knowledge on undergraduate gender gaps in STEM. Florida State University assistant professor Lara Perez-Felkner and North Carolina State University professor Joy Gaston Gayles edited this volume, with six substantive chapters in New Directions in Institutional Research volume 179. Chapter authors were drawn from research teams at Florida State University, NC State, UCLA, University of Wisconsin-Madison, and Northwestern University.

12 Weeks to Change a Life: At-Risk Youth in a Fractured State
Max A. Greenberg

Hailed as a means to transform cultural norms, interpersonal violence prevention programs have reached nearly two-thirds of high school students in the United States today. Twelve Weeks to Change a Life: At Risk Youth in a Fractured State explores the consequences of this slow-rolling policy revolution for the young people marked for intervention. Drawing on over three years of fieldwork in schools across Los Angeles, as well as historical research into shifting approaches to youth policy, Greenberg shows how statistical surveillance enables new ways to think about and act on harm, giving rise to the social category of at-risk youth and in turn shaping the identities and relationships of young people and state actors alike. Going beyond the narrow stories told about at-risk youth through data and in policy, Greenberg sketches a vivid portrait of young men and women coming of age and forming relationships in a world of abiding harm and fleeting, fragmented support. At the same time, Greenberg maps the minefield of historical and structural inequalities that program facilitators must navigate to build meaningful connections with the youth they serve.
Intersectionality and Higher Education
Identity and Inequality on College Campuses
Edited by W. Carson Byrd, Rachelle J. Brunn-Bevel, and Sarah M. Ovink

Though colleges and universities are arguably paying more attention to diversity and inclusion than ever before, to what extent do their efforts result in more socially just campuses? Intersectionality and Higher Education examines how race, ethnicity, class, gender, sexuality, sexual orientation, age, disability, nationality, and other identities connect to produce intersected campus experiences. Taken together, this volume presents an evidence-backed vision of how the twenty-first century higher education landscape should evolve in order to meaningfully support all participants, reduce marginalization, and reach for equity and equality.