

RACE, ETHNICITY, AND GENDER IN HIGHER EDUCATION

FALL TERM 2017: Course#: EDUC 873-001

Time: Wednesday 1:00-4:00pm, Location: 2328 School of Education Building

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COURSE OVERVIEW

This graduate seminar focuses on major issues affecting African Americans, Asian Americans, Latinas/os (Hispanics), and women in higher education. Scholarly literatures from higher education, sociology, psychology, and other relevant social sciences are critically reviewed to address multilevel theoretical, methodological, policy, and practical issues. Guided by a comprehensive strengths-based perspective, students will critically evaluate literature to better understand: (1) *racial/ethnic and gender stratification of the higher education system*; (2) *multilevel institutional/organizational and social psychological barriers that systematically impede student access and success*; and (3) *strengths-based strategies to overcome racial, ethnic and gender barriers at multiple levels – policy, organizational and individual*.

Students will also examine three critical, race-related “controversies” facing higher education in the 21st century: (a) *affirmative action vs. decolonization debates*; (b) *diversity, merit and higher education debates*; and (c) *STEM interventions and cross-national competitiveness challenges*. Going beyond weekly seminar readings, students will *select* one race, ethnicity and gender topic of particular *personal interest* for a more intensive group-based assignment. Building on a *reciprocal translation* agenda, students will have the opportunity to *bridge* insights from *scholarly literature* – with more practical insights from a *UM diversity expert* for a deeper understanding of their selected personal interest topic. Such translation helps students to better bridge theory-driven scholarship with preparation for future leadership roles (research, policy, organizational, or student development, etc.) to promote diversity in higher education.

In addition to higher education, this seminar is also relevant to graduate students in psychology, sociology, other social sciences and interdisciplinary fields interested in diversity, equity and inclusion in diversifying nations.

COURSE REQUIREMENTS AND BASIS FOR EVALUATION

1. Weekly Seminar Participation/Assignment Reviews & Discussion (25%)
2. Personal Interest Topic - Online Data-based Literature Review - Due 10/11 (10%)
3. Personal Interest Panel Discussion + Expert Interview Protocol - Due 10/25 (10%)
4. Expert Interview - Panel Presentation & Discussion – Due 11/29-12/6 (15%)
5. Final Seminar “Term” Paper & Panel Presentation – Due 12/14 (40%)

SOURCES

REQUIRED SOURCES AND RELATED TEXTS:**

****Class Canvas/C-Tools Site and in Class Hand-outs.**

****Pasque, P.A. & Nicholson, S.E. (2011). *Empowering Women in Higher Education and Student Affairs*. Sterling, VA: Stylus.**

****Tatum, B. (1997). *Why Are All the Black Kids Sitting Together in the Cafeteria? And Other Conversations about Race*. New York: Basic Books.**

Major Related Texts:

Bowman, P.J. & St John, E. (2011). *Diversity, merit, and higher education: Toward a comprehensive agenda for the 21st century*. (Vol. 25) Readings on Equal Education. NY: AMS Press.

Conard, C. & Gasman, M. (2015). *Educating a diverse nation: Lessons from minority-serving institutions* (Chaps. 1-2, pp.14-34). Albany, NY: State University of New York Press.

Gasman, M. et. al. (2008). *Understanding minority-serving institutions* (Chaps. 1-3, pp.3-42). SUNY Press.

Glazer-Raymo, J. (2008). *Unfinished agendas – New and continuing gender challenges in higher education*. Baltimore, MD: John Hopkins University Press.

Guiner, L. (2015). *The tyranny of the meritocracy: Democratizing higher education in America* Bacon.

Pateman, C. & Millis, C. (2007). *Contract and domination*. Malden, MA: Polity Press.

Jayakumar, U.M. & Garces, L.M. (2015). *Affirmative action and racial equity: Considering the Fisher Case to forge the path ahead*. New York: Routledge.

Kahlenberg, R. (2014). *The future of affirmative action: New paths to higher education and diversity after Fisher v. University of Texas*. NY: The Century Foundation Press.

Sanders, R.H. & Taylor, S. (2012). *Mismatch: How affirmative action hurts students it's intended to help, and why universities won't admit it*. New York: Basic Books.

Smith, D. (2009). *Diversity's promise for higher education*. Baltimore: John Hopkins University Press.

Smith, W.A., Altbach, G. & Lomotey, K. (2002). *The racial crisis in higher education: Continuing challenges for the 21st century*. Albany, NY: SUNY Press.

Solomon, B.M. (1985). *In the company of educated women*. New Haven: Yale University Press.

Stewart, A. J., Malley, J. E., & LaVaque-Manty, D. (2007). *Transforming science and engineering: Advancing academic women*. Ann Arbor: University of Michigan Press.

Williams, D.A. (2013). *Strategic diversity leadership: Activating change and transformation in higher education*. Sterling, VA: Stylus. + Williams, D.A. & Wade-Golden, K.C. (2013). *The chief diversity officer: Strategy, structure, and change management*. Sterling, VA: Stylus.

*Winkle-Wagner, R. & Locks, A. (2014). *Diversity and inclusion on campus: Supporting racially and ethnically underrepresented students*. Routledge.

Yasso, T. (2006). *Critical race counterstories along the Chicana/Chicano educational pipeline*. Routledge.

Other Related Texts:

Allen, W.R., Teranishi, R.T. & Bonous-Hammarth, M. (2012). *As the world turns: Implications of global shifts in higher education for theory, research and practice*. UK: Emerald.

Featherman, D.L. et. al. (2010). *The next 25 years*. Ann Arbor: University of Michigan Press.

Gurin, P. et. al. (2004). *Defending diversity: Affirmative action at the University of Michigan*. UM Press.

Hrabowski, F.A. (2015). *Holding fast to dreams*. Boston, MA: Bacon Press.

Jackson, J.L. (2007). *Strengthening the African American educational pipeline*. Albany, NY: SUNY Press

Janssens, M. et. al (2010). *Sustainability of cultural diversity: Nations, organizations and cities*. Elger.

National Academies Report (2007). *Beyond bias and barriers: Fulfilling the potential of women in academic science and engineering*. Washington, DC: TNA Press.

Patton, L.D. (Ed.). *Culture centers in higher education*. Sterling, VA: Stylus.

Prince-Embury. S. & Saklofske, D.H. (2013), *Resilience in children, adolescents, and adults*. Springer.

Rojas, F. (2007). *From black power to black studies*. Baltimore, MD: John Hopkins University Press.

Sotello, J. et. al. (2015). *Modeling mentoring across race/ethnicity and gender*. Sterling, VA: Stylus.

Steele, C.M. (2010). *Whistling Vivaldi: How stereotypes affect us and what we can do*. NY: W.W. Norton.

Sedlacek, W.E.. (2004). *Beyond the big test: Noncognitive assessment in higher education*. Jossey-Bass.

Other Relevant Texts:

Allen, W.R., Dimura-Walsh, E. & Griffin, K.A. (2003). *Towards a better tomorrow*. Information Age Pub.

Brown-Glaude, W.R. (2009). *Doing diversity in higher education*. Rutgers University Press.

Castellanos, J., Gloria, A.M. & Kamimura, M. (2006). *The Latina/o pathway to the Ph.D.* Stylus.

Engvall, R.P. (2003). *Academic identity: Place, race, and gender in academia*. Hampton Press.

Gandara, P., Orfield, G. & Horn, C. (2006). *Expanding opportunity in higher education*. SUNY Press.

Hale, F.W. (2004). *What makes racial diversity work in higher education*. Sterling, VA: Stylus.

Harper, S. & Wood, J. (2016). *Advancing black male student success from pre-school to Ph.D.* Stylus.

Palmer, R.T. et. al. (2013). *Fostering success of ethnic and racial minorities in STEM*. Routledge.

Tierney, W.G. (2015). *Rethinking education and poverty*. Baltimore, MD: John Hopkins University Press.

Turner, C. et. al. (1996). *Racial and ethnic diversity in higher education*. Pearson: ASHE Reader.

Rai, K.B. & Critzer, J.W. (2000). *Affirmative action and the university: Race, ethnicity, and gender in higher education employment*. University of Nebraska Press.

COURSE OUTLINE & WEEKLY READINGS:

Week 1-W – SEPT 6: Introduction and Course Overview

- 1) Introductions
- 2) Overview of Syllabus
- 3) Course Requirements and Basis For Evaluation
- 4) Seminar Format & Logistics – Weekly Reading Review Assignments & Guidelines
- 5) Other Logistics, Guidelines, Hand-outs, & Discussion
- 6) Seminar Philosophy, Civility and Respect for Diverse Viewpoints

I. MULTI-LEVEL RACIAL/ETHNIC AND GENDER BARRIERS IN HIGHER EDUCATION

A. SOCIAL STRATIFICATION SYSTEMS: *Macro-Societal Barriers to Equal Higher Ed. Opportunities in USA, South Africa & Beyond*

Week 2-W - SEPT 13: Required Core Readings

Sustainable Diversity and Inequality: Race in the USA and Beyond (Chap. 3, pp. 55-78). Bowman, P.J. & Betancur, J. J. (2010). In M. Janssens, M. Bechtold, G. Prarolo, & V. Stenius, (Eds.), *Sustainability of Cultural Diversity: Nations, cities & organizations*. Cheltenham, UK: Edward Elger.

Twins Born at Different Times (Introduction, pp. 1-30). In Featherman et. al. (2010). *The next 25 years: Affirmative action in higher education in the USA and South Africa*. U of Michigan Press.

An Introduction to Feminism and Feminist Perspectives in Higher Education and Student Affairs. Nicholson, S.E. & Pasque, P.A. (2011, Chap 1, pp. 3-14). In Pasque, P.A. & Nicholson, S.E. *Empowering Women in Higher Education and Student Affairs*. Sterling, VA: Stylus.

Related Readings

Beyond Global Higher Education, Diversity and Inequality: Trends, Prospects and Challenges (Introduction, pp. xiii-xxxi). In Allen, W. et. al. (2012). *As the world turns: Implications of global shifts in higher education for theory, research and practice*. UK: Emerald.

Intersecting (Sexual and Racial) Contracts (Introduction/Chap. 6, pp. 1-10/165-199). In Pateman, C. & Millis, C. (2007). *Contract and domination*. Malden, MA: Polity Press.

Implications for Change (Chap. 7, pp. 189-200). In Ridgeway, C.L. (2011). *Framed by gender: How gender inequality persists in the modern world*. New York: Qxford University Press.

The Feminist Agenda – A Work in Progress (Chap. 1/Epilogue, pp. 1-34/273-283). In Glazer-Raymo, J. (2008). *Unfinished agendas – New and continuing gender challenges in higher Education*. Baltimore, MD: John Hopkins University Press.

B. SEGREGATION & INSTITUTIONAL STRATIFICATION IN THE USA: *Meso-Organizational Inequalities and Barriers*

Week 3-W SEPT 20: Required Core Readings

Race in American Higher Education (Chap. 1, pp 3-23). Anderson, J. (2002). In W.A. Smith, P.G. Altbach, and K. Lomotey (Eds.), *The racial crisis in higher education*. SUNY Press.

On Minority-Serving Institutions/ A Historical Backdrop (Chaps. 1-3, pp.3-42). In Gasman, M. et. al. (2008). *Understanding minority-serving institutions*. Albany, NY: SUNY Press.

Historical Analysis of Title IV Policy and Women Leaders in the Cocurriculum. Hoffman, J. (2011, Chap 3, pp. 32-46). In Pasque, P.A. & Nicholson, S.E. *Empowering Women in Higher Education and Student Affairs*. Sterling, VA: Stylus.

Related Readings

Challenges of Educating a Diverse America/ Minority-Serving Institutions: Educating Diverse Students for a Diverse World (Chaps. 1-2, pp.14-34). In Conard, C. & Gasman, M. (2015). *Educating a diverse nation: Lessons from minority-serving institutions*. Albany, NY: SUNY Press.

Status Processes and Organizational Inequality: The Social Psychology of Inclusion (Introduction/Discussion). Bowman, J.E. (2013). Unpublished Dissertation, Stanford University.

The Push for Higher Education/Afterthought (Chap. 4, pp.43-61/207-212). In Solomon, B.M. (1985). *In the company of educated Women*. New Haven: Yale University Press.

C. MICO-LEVEL SOCIAL PSYCHOLOGICAL BARRIERS IN PWIs: ***Institutional Climate, Ideology and Discrimination***

Week 4-W SEPT 27: Required Core Readings

The Campus Climate (Chap. 6, pp. 97-114). In Winkle-Wagner, R. & Locks, A. (2014). *Diversity and inclusion on campus: Supporting racially & ethnically underrepresented students*. Routledge.

Critical Race Theory, Racial Microaggressions, and Campus Climate for Latina/o Undergraduates. Yasso, T.J. et. al. (2009). *Harvard Education Review*, 79(4), 659-690.

Racial Ideology in the Campus Community (Chap. 5, pp 103-120). Bowman, P.J. & Smith, W.A. (2002). In W.A. Smith et. al. *The racial crisis in higher education*. Albany, NY: SUNY Press.

Related Readings

Using Feminist and Critical Race Lenses to Analyze Motivation, Self-Esteem, & Empowerment of Women College Students. Vaccaro, A. (2011, Chap 7, pp. 104-120). In Pasque, P.A. & Nicholson, S.E. *Empowering Women in Higher Education and Student Affairs*. Sterling, VA: Stylus.

Enhancing Campus Climate for Racial/Ethnic Diversity through Educational Policy and Practice. Hurtado, S. et al.(1998). *Review of Higher Education*, 21(3), 279-302.

Theories of Discrimination/Measuring Racial Discrimination (Appendix, pp. 257-274). *The National Academies Report* (2007). *Beyond bias and barriers: Fulfilling the potential of women in academic science and engineering* Washington, DC: TNA Press.

D. RACE/ETHNIC & GENDER BARRIERS TO INDIVIDUAL MOBILITY: ***Understanding the Student-to-Faculty Pipeline and Pathways***

Week 5-W OCT 4: Required Core Readings

The Race to College Access (Chap. 2, pp. 10-34). In Winkle-Wagner, R. & Locks, A. (2014). *Diversity and inclusion on campus: Supporting racially & ethnically underrepresented students*. Routledge.

A Systematic Analysis of.../Reconceptualizing...the African American Educational Pipeline (Introduction/Conclusion, pp. 1-14/197-209). In Jackson, J.L. (2007). *Strengthening the African American educational pipeline*. Albany, SUNY Press

High Achieving Women: Navigating Multiple Roles and Environments in Higher Education and Student Affairs. Fochman, M.M. (2011, Chap 6, pp. 85-103). In Pasque, P.A. & Nicholson, S.E. *Empowering Women in Higher Education and Student Affairs*. Sterling, VA: Stylus.

Related Readings

Leaks in ..the Chicana & Chicano Educational Pipeline/Critical Race Counterstories along... (Latino Policy Brief/Introduction, pp. 1-4/). Yasso, T.J. et al (2006). UCLA CSRC/ Routledge.

Confucius or Mozart? Community Cultural Wealth and Upward Mobility among Children of Chinese Immigrants. Lui, W. (2013). *Qualitative Sociology*, 36(3), 303-321.

Analyzing the Problem of Women in Science and Engineering: Why Do We Need Institutional Transformation? (Forward/Chap 1, p. xi-20). In Stewart, A. J. et. al. (2007). *Transforming science and engineering: Advancing academic women*. University of Michigan Press.

II. OVERCOMING RACIAL AND GENDER BARRIERS IN HIGHER EDUCATION *Toward a Comprehensive Strengths-Based Agenda at Multiple Levels*

A. "STRONG" INSTITUTIONAL COMMITMENT & TRANSFORMATION: *Macro-Diversity Policy in Higher Education*

Week 6-W OCT 11: Required Core Readings

Strategic Diversity Leadership. (Forward/Introduction, pp. xi-xii/1-27). In Williams, D.A. (2013). *Strategic diversity leadership: Activating change and transformation in higher education*. Stylus.

The Chief Diversity Officer (Forward/Introduction, pp. ix-x/1-26). Williams, D.A.& Wade-Golden, K.C. (2013). *The chief diversity officer: Strategy, structure , and change management* Sterling, Stylus.

50 Year History of Social Diversity at University of Michigan (pp. 1-48) Duderstadt, J. (2015). Ann Arbor, MI: Millennium Project.

Related Readings

Monitoring Progress on Diversity/Making Diversity Work – Recommendations and Conclusions (Chaps. 8/9, pp. 229-271). In Smith, D. (2009). *Diversity's promise for higher education*. Baltimore, MD: John Hopkins University Press.

Transforming the Scientific Enterprise/Institutionalization, Sustainability & Repeatability of ADVANCE for Institutional Transformation. (Chaps. 2/16, pp. 21-27 /281-297). In Stewart, A.J. et. al. (2007). *Transforming science and engineering*. University of Michigan Press.

The Michigan Mandate/Progress Reports. In Duderstadt, J. (2015). **50 Year History of Social Diversity at University of Michigan** (pp. 1-63/1-24). Ann Arbor, MI: Millennium Project.

B. "STRONG" ORGANIZATIONAL & PROGRAM SUPPORT SYSTEMS: *Meso-Organizational Behavior and Management*

Week 7-W OCT 18: Required Core Readings

The Meyerhoff Scholars Program: A Strengths-Based, Institution-Wide Approach to Diversity in STEM. Maton, K. et. al. (2012).. In *Mt. Sinai Journal of Medicine*, 79, 610-623.

Ford Foundation's Mission in Black Studies/Black Studies as Loyal Opposition (Chaps. 5/7, pp. 130-166/207-226). In Rojas, F. (2007). *From black power to black studies: How a radical social movement became an academic discipline*. Baltimore, MD: John Hopkins University Press.

Women and Gender Centers at the Start of the 21st Century. Marine, S. (2011, Chap 2, pp. 15-31). In Pasque, P.A. & Nicholson, S.E. *Empowering Women in Higher Education and Student Affairs*. Sterling, VA: Stylus.

Related Readings

What Does the Literature Tell Us About Mentoring Across Race/Ethnicity and Gender? (Chap. 1, pp. 1-41). In Sotello, J. et. al. (2015). *Modeling mentoring across race/ethnicity and gender: Practices to cultivate the next generation of diverse faculty* Sterling, VA: Stylus.

Beyond Mentoring: A Sponsorship Program to Improve Women Success (Chap. 7, p. 96-115). Rabinowitz, V.C. & Valian, V. (2007). In A.J. Stewart, et. al.. *Transforming science and engineering: Advancing academic women* Ann Arbor: University of Michigan Press.

A Cohort-Based Model for Women's Advancement. Calizo, L.S. (2011, Chap 17, pp. 285-305). In Pasque, P.A. & Nicholson, S.E. *Empowering Women in Higher Education and Student Affairs*. Sterling, VA: Stylus.

Counterspaces in a Hostile Place: Critical Race Theory Analysis of Campus Cultural Centers (pp. 83-104). Yasso, T.J. & Lopez, B. (2010). In L.D. Patton (Ed.). *Culture centers in higher education: Perspectives on identity, theory, and practice*. Sterling, VA: Stylus.

C. PROMOTING STUDENT'S STRENGTHS AS RESILIENCY MECHANISMS: Support, Strengths and College Success Despite Barriers

Week 8-W OCT 25: Required Core Readings

A Strengths-based Social Psychological Approach to Resiliency: Cultural Diversity, Ecological & Life Span Issues (Chap. 21). Bowman, P.J. (2013). In S. Prince-Embury & D.H. Saklofske. *Resilience in children, adolescents, and adults: Translating research into practice*. Springer.

Whose Cultural Capital? A Critical Race Theory Discussion of Community Cultural Wealth. Yosso, T.J. (2005). *Race Ethnicity and Education*, 8(1), 69-91.

Race as an Instrument for Institutional Transformation: A Study of Tenured Black Female Faculty (2011, Chap 9, pp. 147-162). In Pasque, P.A. & Nicholson, S.E. *Empowering Women in Higher Education and Student Affairs*. Sterling, VA: Stylus.

Related Readings

The College Transition Process (Chap. 4, pp. 55-76). In Winkle-Wagner, R. & Locks, A. (2014). *Diversity and inclusion on campus: Supporting racially & ethnically underrepresented students*. Routledge.

Admissions, Academic Readiness, and Student Success (Chap. 10, pp. 207-232). Burkum, K. et. al (2011). In Bowman, P.J. & St John, E. *Diversity, merit, and higher education*. NY: AMS Press.

Non-cognitive Constructs in K-16. (Chap. 11, pp. 233-274). Burrus, J. et. al. (2011). In Bowman, P.J. & St John, E. *Diversity, merit, and higher education*. NY. AMS Press.

D. PROMOTING IDENTITY DEVELOPMENT & DIVERSITY EFFICACY:
Support, Identity and Achievement in Diversifying Contexts

Week 9-W NOV 1: Required Core Readings

The Development of White Identity/White Identity and Affirmative Action. (Chap. 6/7, pp. 93-128). In Tatum, B. (1997). *Why are all the Black kids sitting together in the cafeteria? And other conversations about race.* New York: Basic Books.

Identity Development in Adolescence/Racial Identity in Adulthood (Chap. 4/5, pp. 52-90). In Tatum, B. (1997). *Why are all the Black kids sitting together in the cafeteria? And other conversations about race.* New York: Basic Books.

Identity Development in College Women. Sengupta, A.S. & Upton, Y. (2011, Chap 14, pp. 231-246). In Pasque, P.A. & Nicholson, S.E. *Empowering Women in Higher Education and Student Affairs.* Sterling, VA: Stylus.

Related Readings

Defining Racism/The Complexity of Identity (Chap. 1/2, pp. 3-30). In Tatum, B. (1997). *Why are all the Black kids sitting together in the cafeteria? And other conversations about race.* New York: Basic Books.

Critical Issues in Latino, American Indian, and Asian Pacific American Identity Development/Embracing a Cross-Racial Dialogue (Chap. 8/10, pp.131-166 /193-206). In Tatum, B. (1997). *Why are all the Black kids sitting together in the cafeteria? And other conversations about race.* New York: Basic Books.

Reducing Identity and Stereotype Threat: A New Hope (Chap. 9, pp. 152-190). In Steele, C.M. (2010). *Whistling Vivaldi: How stereotypes affect us and what we can do.* NY: W.W. Norton.

III. "CRITICAL ISSUES" IN RACE, ETHNICITY AND GENDER IN HIGHER EDUCATION
Major Controversies, Debates and Challenges for the 21st Century

A. "AFFIRMATIVE ACTION" vs. DECOLONIZATION DEBATES:
USA, South Africa, and Beyond

Week 10-W NOV 8: Required Core Readings

The Next 25 Years: Affirmative Action in Higher Education in the U.S. and South Africa (Preface/Twenty-Five Years, pp. xiii-xix/58-86). Feather, D.L. et. al, (2009). Ann Arbor, MI: University of Michigan Press.

Affirmative Action and Racial Equity: Considering the Fisher Case to Forge the Path Ahead (Preface/Afterword, pp. ix-xxi/210-218). Jayakumar, U.M. & Garces, L. (2015). NY: Routledge.

The Future of Affirmative Action: New Paths to Higher Education Diversity after Fisher v. University of Texas (Introduction/Conclusion, pp. 3-13/273-289). Kahlenberg, R.(2014). NY: The Century Foundation Press.

Related Readings

Missmatch: How Affirmative Action Hurts Students it's Intended to Help, and Why Universities Won't Admit it (Introduction/Conclusion, pp. 3-13/273-289). Sanders, R.H. & Taylor, S. (2012). New York: Basic Books.

Defending Diversity (Introduction/Afterword, pp. 1-16/189-195). In Gurin, P. et. al. (2004). *Defending diversity: Affirmative action at the University of Michigan*. Ann Arbor, MI: University of Michigan Press.

Campus Sexual Assault Prevention: Perspectives and Recommendations from Program Facilitators (2011, Chap 17, pp. 287-305). In Pasque, P.A. & Nicholson, S.E. *Empowering Women in Higher Education and Student Affairs*. Sterling, VA: Stylus.

B. DIVERSITY, MERIT & HIGHER EDUCATIONe DEBATE:
Toward A Comprehensive Agenda for the 21st Century

Week 11-W NOV 15: Required Core Readings

Six Ways of Looking at Democratic Merit (Chap. 1/7, pp. vii-xii/95-121). In Guiner, L. (2015). Guiner, L. (2015). *Tyranny of the meritocracy: Democratizing higher education in America*. Bacon Press.

Need for a 21st Century Merit Agenda in Higher Education/Diversity and Merit in Higher Education (Chap. 1/2, pp. 1-13/17-35). In Bowman, P.J. & St John, E. (2011), *Diversity, merit, and higher education*. New York: AMS Press. University of Michigan Press.

Toward a 21st-Century Meritocracy: Bridging Scholarship, Intervention Research and Social Change (Chap. 14, pp. 325-348). In Bowman, P.J. & St John, E. (2011), *Diversity, merit, and higher education*. New York: AMS Press.

Related Readings

The Big Test...and an Alternative Approach/Conclusions and Recommendations (Chap. 1/9, pp. 1-12/141-154). In Sedlacek, W.E.. (2004). *Beyond the big test: Noncognitive assessment in higher education*. San Francisco, CA: Jossey-Bass.

Merit Beyond the Mirror (Inside Graduate Admissions (Conclusion, pp. 154-177). In Posselt, J.R. (2016). *Inside Graduate Admissions: Merit, diversity, and faculty gatekeeping* Cambridge, MA: Harvard University Press.

NOVEMBER 23-28 - THANKSGIVING RECESS

C. STEM & CROSS-NATIONAL COMPETITIVENES IN THE 21ST CENTURY:
Rethinking STEM Interventions – A Strengths-Based Agenda

Week 12-W NOV 22: Required Core Readings

Strengths-based STEM Intervention and Evaluation Paradigm: The Meyerhoff Scholars Program and Beyond. Maton, K. et al (Chapter 3).). In: P.J. Bowman & A. Ebreo (Forthcoming). *Diversifying STEM in the 21st Century: Multilevel Strengths-Based Strategies*. New York: AMS Press.

Expanding Underrepresented Minority Participation: America’s Science and Technology Talent at the Crossroads (Summary, p. 1-13/Chapter 1, p. 17-32/Recommendations, p. 171-88). **National Academies Report** (2011). Washington, DC: National Academies Press.

Beyond Bias and Barriers: Fulfilling the Potential of Women in Academic Science and Engineering (Preface/Summary, p. 1-12/Introduction, p. 13-23/Conclusions, p. 214-244). **National Academies Report** (2007). Washington, DC: The National Academies Press.

Related Readings

Rethinking STEM Diversity in the 21st Century: Toward a New Strengths-Based Paradigm (Chapter 1). In: P.J. Bowman & A. Ebreo (Forthcoming). *Diversifying STEM in the 21st Century: Multilevel Strengths-Based Strategies*. New York: AMS Press.

Inclusive Excellence in Science and Engineering . (Chap. 3, pp. 79-122). In Hrabowski, F.A. (2015). *Holding fast to dreams: Empowering Youth from the Civil Rights Crusade to STEM Achievement*. Boston, MA: Bacon Press.

The Influence of Gender: A Conceptual Model from Women Doctoral Students in Computer Science (2011, Chap 19, pp.121-137). In Pasque, P.A. & Nicholson, S.E. *Empowering Women in Higher Education and Student Affairs*. Sterling, VA: Stylus.

Research and Practice from Feminist Perspectives. Niskode-Dorssett et al (2011, Chap 19, pp. 325-334). In Pasque, P.A. & Nicholson, S.E. *Empowering Women in Higher Education and Student Affairs*. Sterling, VA: Stylus.

III. SELECTED TOPICS IN RACE, ETHNICITY AND GENDER IN HIGHER EDUCATION *Major Challenges for the 21st Century*

**Week 13-R DEC 8: Readings TBA – Campus Experts/Group Presentations/
Class Reflections, Evaluations & Wrap Up**

FINAL SEMINAR “TERM PAPER” DUE

**CSHPE AAPE 760:
WEEKLY READING REVIEW
GUIDELINES AND OTHER CLASS
HAND-OUTS**

ARTICLE/CHAPTER REVIEW GUIDELINES

TYPE: Critical Essay

ANNOTATOR:

TOPIC:

CITATION:

CENTRAL THESIS OF ARTICLE:

SUMMARY:

EVALUATION AND IDEAS:

TYPE: Review Article

ANNOTATOR:

TOPIC:

CITATION:

AREA OF RESEACH REVIEWED:

MAJOR CONCLUSIONS:

EVALUATION AND IDEAS

TYPE: Survey Study

ANNOTATOR:

TOPIC:

CITATION:

CENTRAL TOPIC OF THE SURVEY:

SAMPLE:

INSTRUMENT:

RESULTS:

CONCLUSIONS:

EVALUATION AND IDEAS:

TYPE: Experimental Study

ANNOTATOR:

TOPIC:

CITATION:

HYPOTHESES:

METHOD:

RESULTS:

CONCLUSIONS:

EVALUATION AND IDEAS:

EXAMPLE

TYPE: Survey Study

ANNOTATOR: Amanda Johnson

TOPIC: Perceived academic stress and coping strategies

CITATION: Kariv, D. & Heiman, T. (2002). Task-oriented versus emotion-oriented coping strategies: The case of college students, College Student Journal.

HYPOTHESES

1. Academic stress perceptions are predicted by objective academic load variables.
2. Perceived academic stress, objective academic loads and demographic characteristics are correlated with the types of coping strategies adopted by students.
3. Academic loads predict the use of task-oriented coping strategies, academic stress perceptions predict the use of emotion-oriented coping strategies and demographic characteristics predict the use of avoidance coping strategies.

METHOD

A sample of 283 college students matriculating at national colleges and universities in Israel completed questionnaires in regard to their perceived stress, actual academic loads and subsequent coping strategies.

RESULTS

In regard to the first hypothesis, the results confirm that academic stress perceptions can be predicted from objective academic loads. A Pearson correlation analysis showed that certain coping strategies were significantly related to perceived academic stress. However, avoidance was positively correlated with academic stress, but the correlation was not significant. The third hypothesis considered each of the three coping strategies as dependent variables and academic loads, stress perceptions and demographic characteristics as independent variables. Each of the coping strategies was significantly predicted by the independent variables. Overall, the results suggest that the greater the level of academic stress experienced, the more students tend to manage it through emotion-oriented coping strategies.

CONCLUSION

Academic stress perceptions and academic loads had significant and unique effects on students' coping strategies. Individuals ponder their stressful circumstances and act based on how they interpret and perceive situations consistent with their customary behavioral patterns. If the situation is not resolved and the perception of stress remains, stronger emotional and affective reactions are evoked.

EVALUATION AND IDEAS

It is interesting to compare and contrast this study to related issues highlighted by (Bowman, 2006) in his review article on *Role Strain and Adaptation Issues in the Strength-Based Model: Diversity, Multilevel, and Life-Span Considerations*. Studies cited in the Bowman piece highlight how race-related socialization functions with racial/ethnic identity, ethnic-achievement orientations, and other personal strengths to help promote youth motivation and resiliency despite stressful barriers. These role strain and adaptation findings as well as related studies in regard to race-related socialization (Bowman and Howard, 1985) were very salient for me. Admittedly, my particular demographic was not reflected in the Kariv/Heiman research and so my observations should not be considered critical of their results, discussion and subsequent conclusions.

The issues of role strain and task-oriented versus emotion-oriented coping strategies resonate for me because I have been on a significant odyssey in my attempt to navigate barriers in the academic environment. I came to realize that my best approach for success in the environment was, as Claude Steele counseled his children, to ‘lighten up on the politics, get the best education you can, and move on... realize that to do this you have to learn from people who part of yourself tells you are difficult to trust.’ Wow. It was true to my experience. Thankfully, to relieve the dysphoria I did have the comfort of going home every evening.

I found myself reflecting on intergenerational sources of resiliency for me: (1) the proactive messages regarding ‘virtues of racial pride, ethnic achievement, strategic responses to racism, racial egalitarianism and self-development’ (Bowman, 2006) from my parents; and (2) the activism and reputations of their parents and other significant extended family members to encourage myself to be tenacious. It was this intergenerational family legacy that I came to realize accounted for my resiliency and refuse-to-give-up attitude. In addition, the support of my daughters, particularly one who was also matriculating at U of M concurrently; my ‘family-like friendship network’ and church were also vital and empowering in my pursuit consistent with the studies cited in the Bowman piece.

I can’t help but wonder sometimes why so much research is required to justify obvious solutions. I think I would like to see the academy become more prescriptive. There does seem to be movement in that direction.

Figure 2
UNIVERSITY OF MICHIGAN
DIVERSITY RESEARCH AND POLICY PROGRAM
Bridging Diversity Scholarship with Policy-Relevant Intervention
Reciprocal Translation Approach: Diversity Scholarship ↔ Multi-Level Innovation

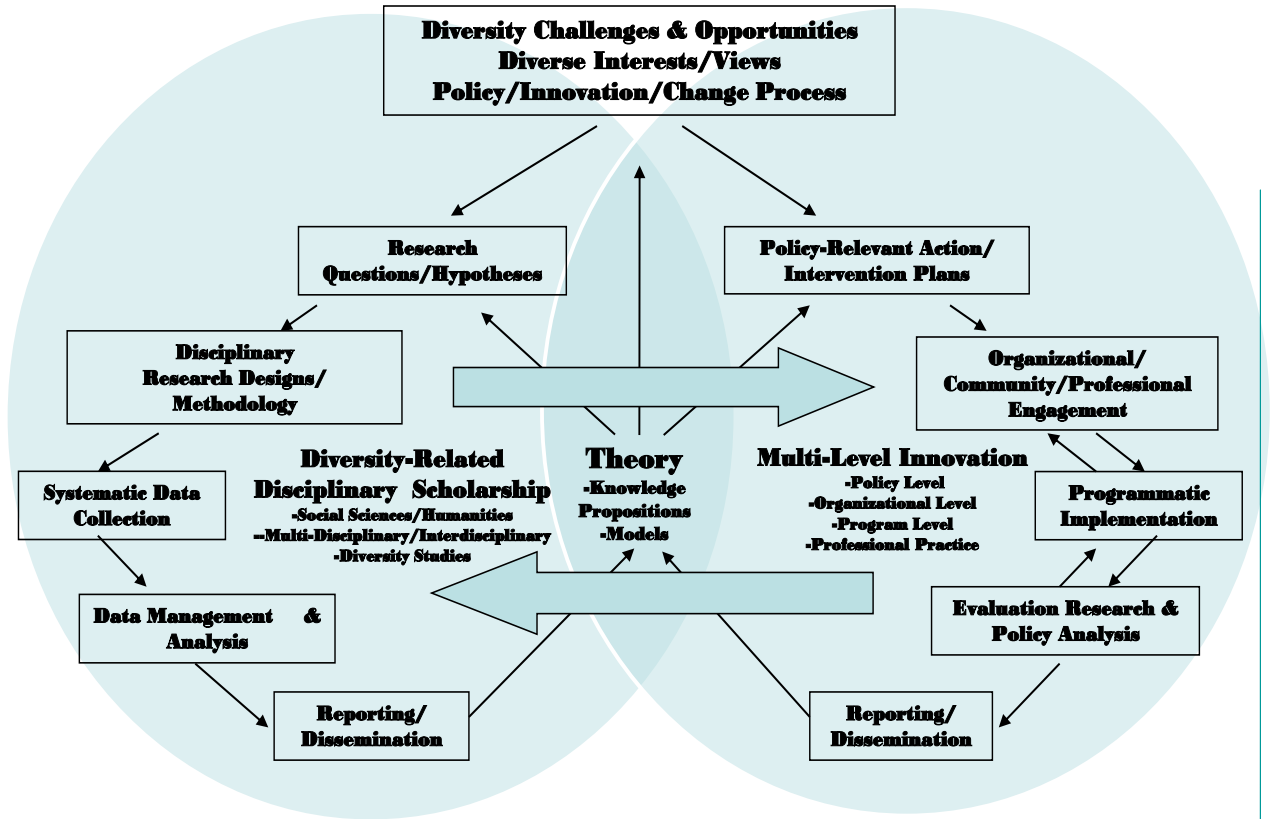
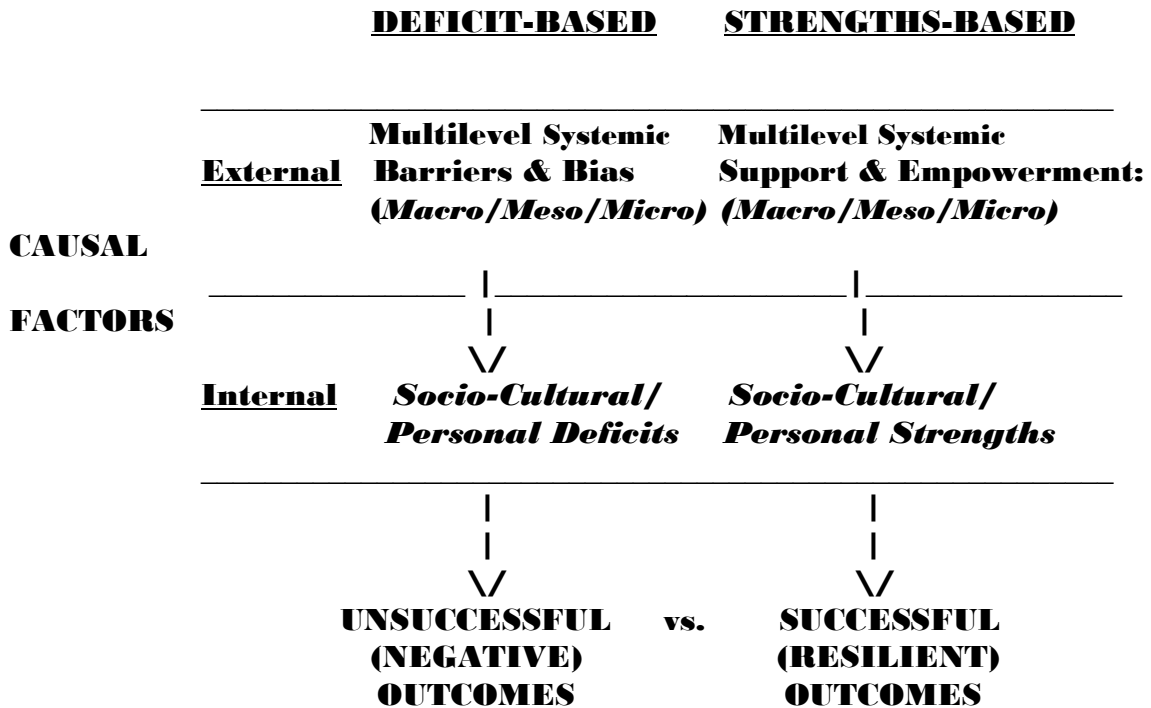


Table 1

**Traditional Deficit vs. Strengths-Based Approaches
to Successful Pipeline Intervention Outcomes:
Major Concepts and Relationships**



Adapted From:

Bowman, P.J. (2013). A strengths-based social psychological approach to resiliency: Cultural diversity, ecological and life span issues. In S. Prince-Embury & D.H. Saklofske (Eds.), *Resilience in children, adolescents, and adults: Translating Research into Practice* (Chap. 21, pp. 299-324). NY: Springer.

Table 1

Comparison of Personal Strengths in the ETS®PPI* and Related Assessment Systems

ETS®PPI* (RESILIENCE - RSCA **/ GRIT – Grit Scale ***)	NONCOGNITIVE FACTORS - NCQ****	GRIT MINDSETS - SAS*****
<u>KNOWLEDGE/INEGRITY</u>		<u>PATH-GOAL MOTIVATION</u>
(SENSE OF MASTERY/ PASSION)	Long Term Goals Knowledge in a Field Positive Self-Concept	Path-Goal Future Beliefs Central Role Attitude (Cognitive, Affective, Behavioral) Global Personal Efficacy
<u>RESILIENCE/COMMUNICATION</u>		<u>SELF-REGULATION</u>
(EMOTIONAL REGULATION/ PERSEVERANCE)	Realistic Self-Appraisal ----- Handling the System	Optimistic Coping Ideology Resilient Problem-Solving Diversity Self-Efficacy
<u>TEAMWORK/ORGANIZATION</u>		<u>GENERATIVE ENGAGEMENT</u>
(SENSE OF RELATEDNESS)	Community Involvement Leadership Experience -----	Generative Service Values Leadership Commitment Organizational Self-Efficacy
	Strong Support Person	<u>MULTILEVEL INTERVENTION OPPORTUNITIES- SAS*****</u>
		<u>MULTILEVEL STRESSFUL BARRIERS & RESILIENCY- SAS*****</u>

*ETS®PPI = Educational Testing Service®Personal Potential Index – Kyllonen, P.C. (2008)

**RSCA = Resiliency Scales for Children and Adolescent – Prince-Embury et al (2013)

***GRIT = GRIT Scale – Duckworth, A. (2016)

**** NCQ = Noncognitive Questionnaire – Sedlacek, W. (2004)

*****SAS = Strengths-Based Assessment System – Bowman, P.J. (2011; 2013; Forthcoming)

Adapted From:

Bowman, P.J. (2013). A strengths-based social psychological approach to resiliency: Cultural diversity, ecological and life span issues. In S. Prince-Embury & D.H. Saklofske (Eds.), *Resilience in children, adolescents, and adults: Translating Research into Practice* (Chap. 21, pp. 299-324). NY: Springer.

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