

**University of Maryland, College of Education
EDPL 662**

Research on Ethnic Minorities and Demographic Trends in Higher Education
Spring Semester, 2004

Faculty: Dr. Sharon Fries-Britt, Assistant Professor
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Introduction

Higher education has changed dramatically. Students will have an opportunity to briefly explore the ways in which higher education has expanded into what Levine describes as a “mature industry”. A number of changes such as technology, economic shifts, curriculum reform, international influences and most recently homeland security have had an impact on higher education. One of the most significant areas of transformation in the past 40 years has been the changing demographics of college students, faculty and staff. The increase and presence of diverse students, faculty, and staff in higher education have created new challenges in how institutions educate a “new majority” and create equitable policy and programs.

This course is designed to examine current research on ethnic minority student populations including issues of access, campus climate, racial identity, achievement and motivation. Students will also examine the broad demographic changes that have occurred generally in society and specifically in the college going population. These demographic changes will be examined in relationship to the critical issues facing K-16 education including curriculum and teaching, leadership and governance and the changing nature of research. Students will have an opportunity to explore these and other areas of interest to understand the direction of current research on racial ethnic minorities and major findings in the field.

What students can expect to gain from this course:

1. An understanding of demographic trends and the impact they will have on the future of higher education.
2. An examination and understanding of the factors that effect achievement gaps for minority students and access to college.
3. An examination of current challenges to minority education in the 21st Century.

Academic Integrity

Your work should be characterized by academic integrity and honesty. All students are expected to abide by the code of academic integrity throughout this course. Academic dishonesty, including cheating, fabrication, and plagiarism will not be tolerated and will be reported to the Student Honor Council. The full text of the code is available on the web at www.inform.umd.edu/JPO. If you have any questions regarding the university's policy on academic integrity, please talk to me.

Academic Accommodations for Students with Disabilities

If you have a documented disability that is relevant to the work that you will do in this course, please contact me as soon as possible so that appropriate accommodations can be made.

Religious Beliefs and Practices

Students will not be penalized because of observances of their religious beliefs. Whenever possible, students will be given reasonable time to make up any academic assignment that is missed due to participation in a religious observance. It is the student's responsibility to inform the instructor as soon as possible of any intended absences for religious observances.

Required Readings:

Books:

Bowen, W. G., & Bok, D. (1998). *The Shape of the River: Long Term Consequences of Considering Race in College and University Admissions*. Princeton, NJ: Princeton University Press.

Harvey, W. (2003). *Minorities in Higher Education 2002-2003*. Washington, DC: American Council on Education.

Lowe, E. Y. (1999). *Promise and Dilemma: Perspectives on Racial Diversity and Higher Education*. Princeton, NJ: Princeton University Press.

Rendon, L., & Hope, R. (1996). *Educating a New Majority*. San Francisco: Jossey-Bass.

Course Packet Content

Anderson, E. (2003). Changing U.S. demographics and American Higher Education. *New Directions for Higher Education*(121), 3-12.

Kerr, C. (2001). The idea of a multiversity. In C. Kerr (Ed.), *The Uses of the University* (Fifth ed., pp. 1-34). Cambridge, Mass.: Harvard University Press.

Levine, A. (2001). Higher education as a mature industry. In P. Altbach, P. Gumport & D. B. Johnstone (Eds.), *In Defense of American Higher Education* (pp. 39-58). Baltimore: The Johns Hopkins University Press.

McCormick, A. (2003). Swirling and double-dipping: New patterns of student attendance and their implications for higher education. *New Directions for Higher Education*(121), 13-24.

McQueen, M. (2002). What about diverse faculty? *Quill Magazine*, 19-21.

Park, S. (1996). Research, teaching, and service. *Journal of Higher Education*, 67(1), 46-84.

Swail, S. (2002). Higher Education and the new demographics. *Change*, 15-23.

Thompson, C., & Dey, E. (1998). Pushed to the margins: Sources of stress for African American college and university faculty. *The Journal of Higher Education*, 69(3), 324-345.

Thompson, K. (2003). Contingent faculty and student learning: Welcome to the strativersity. *New Directions for Higher Education*(123), 41-47.

Trow, M. (2001). From mass higher education to university access: The American advantage. In P. Altbach, P. Gumport & D. B. Johnstone (Eds.), *In Defense of American Higher Education*. Baltimore, MD: The Johns

Course Requirements:

Participation in Class (15% of grade)

Students are expected to share their perspectives on the required readings and to participate in class discussions and assignments.

Critiques (25% of grade)

Each student will be responsible for submitting **two critiques** (5-7 page) on the roundtable discussion topics due March 2nd and March 30th. The roundtable topics have been identified in the syllabus and are covered by the required readings. The critiques can be enhanced by additional materials that you have reviewed on the subject. Each student should be prepared to share their critique during class and to lead a class discussion highlighting their perspective.

Research Paper/Presentation (50% of Grade)

Each student will prepare a research paper (20 pages) on a topic pertaining to minority students/issues in higher education (topic to be approved by the instructor). The paper should include an overview of the topic, a critical analysis of the literature and the theory relevant to the topic, significant findings and themes, relevant models and implications for practice and future research.

Paper Presentation (10% of Grade)

Each student will present his/her research at the end of the semester. The time allotment for presentations will depend on class size. More details will be provided later in the semester about the time and format.

Class Schedule

January 27

Introduction and Overview of the Course

Review required readings, assignments and grading and evaluation. Class introductions and discussions of research interests. Assign student discussants.

February 3

The Changing Role of Higher Education

Required Readings:

Anderson, E. (2003). Changing U.S. demographics and American Higher Education. *New Directions for Higher Education*(121), 3-12.

Kerr, C. (2001). The idea of a multiversity. In C. Kerr (Ed.), *The Uses of the University* (Fifth ed., pp. 1-34). Cambridge, Mass.: Harvard University Press.

Levine, A. (2001). Higher education as a mature industry. In P. Altbach, P. Gumport & D. B. Johnstone (Eds.), *In Defense of American Higher Education* (pp. 39-58). Baltimore: The Johns Hopkins University Press.

Trow, M. (2001). From mass higher education to university access: The American advantage. In P. Altbach, P. Gumport & D. B. Johnstone (Eds.), *In Defense of American Higher Education*. Baltimore, MD: The Johns

February 10

Demographic Realities and Opportunities

Required Readings:

Harvey, W. (2003). *Minorities in Higher Education 2002-2003*. Washington, DC: American Council on Education.

McCormick, A. (2003). Swirling and double-dipping: New patterns of student attendance and their implications for higher education. *New Directions for Higher Education*(121), 13-24.

Swail, S. (2002). Higher Education and the new demographics.

February 17 Change, 15-23.
 Demographic Realities and Opportunities
 Required Readings:

Rendon and Hope (1996) Chapters 1-5

February 24 Challenges for K-16 Education
 Required Readings:

Rendon and Hope Chapters (1996) 7, 8, 10, 11

Student Discussant (s) _____

March 2 Challenges for K-16 Education
 Roundtable Discussion #1 Challenges to K-16 Education
 Required Readings:

Rendon and Hope (1996) Chapters 12, 13, 15, 16, 17

Student Discussant (s) _____

March 9 Promise and Dilemma Perspectives on Racial Diversity:

Required Readings:

Lowe, Eugene (1999), Chapter 1 in Promise and Dilemma

Miller, Scott (1999) Chapter 2 in Promise and Dilemma

Steele, Claude M. (1999) Chapter 3 in Promise and Dilemma

Student Discussant (s) _____

March 16 Promise and Dilemma Perspectives on Racial Diversity:

Required Readings

Treisman, Philip, Uri (1999) Chapter 4 in Promise and Dilemma

Light, Richard J., (1999) Chapter 5 in Promise and Dilemma

Bowen and Bok (1998) Chapters 1-4

Case Study: Mr. Andre Perry

Student Discussant (s) _____

March 23

Spring Break

March 30

The Long-Term Impact of Race in Admissions
Roundtable Discussion #2 Race in Admissions
Required Readings:

Required Readings

Bowen and Bok (1998). Chapter 6-10

Student Discussant (s) _____

April 6

The Impact of Faculty
Required Readings

Rendon and Hope (1996) Chapter 14

McQueen, M. (2002). What about diverse faculty? Quill Magazine, 19-21.

Park, S. (1996). Research, teaching, and service. Journal of Higher Education, 67(1), 46-84.

Thompson, C., & Dey, E. (1998). Pushed to the margins: Sources of stress for African American college and university faculty. The Journal of Higher Education, 69(3), 324-345.

Thompson, K. (2003). Contingent faculty and student learning: Welcome to the strativersity. New Directions for Higher Education(123), 41-47.

April 13 **AERA No Class**

April 20 Implications for Planning and Leadership in Higher Education
Readings

Rendon and Hope (1996) Chapters 19, 20

Promise and Dilemma Chapter 8

April 27 Research Presentations
Class presentation of research topic

May 4 Research Presentations
Class presentations of research topic

Class evaluation

May 11 **Class Presentations**
Research Paper Due
Note: Need to discuss year end celebration possibly on the 18th!

Journals

- American College Board Journal
- Assessment and Evaluation in Higher Education
- Assessment in Higher Education
- College Board Review
- Educational Record
- Educational Research
- Educational Research Quarterly
- Educational Researcher
- Educational Review
- Harvard Educational Review
- Higher Education
- Higher Education Management
- Higher Education Review
- Journal of College Admissions
- Journal of College Placement
- Journal of College Student Development
- Journal of College Student Personnel

Journal of Higher Education
New Directions for Higher Education
New Directions for Student Services
Research in Higher Education
Review of Educational Research
Review of Higher Education