

**EDHI 662**  
**Research on Ethnic Minorities and Demographic Trends in Higher Education**  
**Spring 2016**

Tuesday 4:15pm – 7:00 pm  
2101 Benjamin Building

Sharon Fries-Britt  
Professor  
3112F Benjamin Building  
301.405.0186 office  
301.405.3753 fax  
[sfries@umd.edu](mailto:sfries@umd.edu)  
Office hours: By Appointment

Molly F. Morin  
Doctoral Student  
626.388.8320 mobile  
[mmorin@umd.edu](mailto:mmorin@umd.edu)  
Office hours: By Appointment

### *Course Introduction and Objectives*

Higher education has changed dramatically in the past 50 years and has expanded into what Levine describes as a “mature industry.” Changes such as technology, economic shifts, demographic trends, curriculum reform, international influences and recently homeland security have all had an impact on higher education. One of the most significant areas of transformation has been the changing demographics of college students, faculty and staff.

The increase and presence of diverse students, faculty, and staff in higher education has created challenges in how institutions educate a “new majority” and establish equitable policy and programs designed to meet the needs of a diverse community. Gaps in educational and professional attainments among people of color and women endure as one of its greatest challenges. Many of the issues of inequality are prevalent in several group experiences. Other issues seem to be more particularly relevant to the experience of specific groups.

This course identifies common and distinctive issues that affect the experience of these groups in the system of higher education in the context of the United States. Specifically, the objectives of this course are to:

1. Provide a comparative view of issues that affect historically underrepresented groups in higher education.
2. Familiarize students with many of the unique experiences and problems facing members of historically underrepresented groups.
3. Probe the issues underlying many of the controversies in the research literature on women and minorities.
4. Understand the issues and challenges involved in efforts to transform institutions of higher education to make them more responsive to the educational experience of these groups.
6. Examine and understand the relationship between theory and research and the practice of education in informing, understanding, and affecting these issues.

## ***Required Readings***

Clark, C., Fasching-Varner, K. J., & Brimhall-Vargas, M. B. (2012). *Occupying the academy: Just how important is diversity work in higher education*. Lanham, MD: Rowman & Littlefield Publishers. **Selected Chapters & on UMLibraries Ebooks.**

Harper, S. and Hurtado, S. (Eds.). (2011). *Racial and ethnic diversity in higher education* (3rd edition). ASHE Reader Series. Boston, MA: Pearson Custom Publishing.

\*\*additional readings will be added from Hale (2003) *What makes racial diversity work in higher education: Academic leaders present successful policies and strategies*: Stylus Publishing (VA).

Ross, H. J. (2014). *Everyday Bias: Identifying and Navigating Unconscious judgments in Our Daily Lives*, Rowman & Littlefield, New York.

Ryu, M. (2010). *Minorities in Higher Education Twenty-Fourth Annual Status Report*, American Council on Education.

\*\*\*There is also a free 2011 Supplement that you will need to download at: <http://www.acenet.edu/news-room/Pages/Minorities-in-Higher-Education-2011-supplement.aspx>

## ***Methods of Instruction and Course Expectations***

The course will employ a variety of approaches to instruction and relies heavily on student participation and discussion. Course requirements include written and oral assignments that involve group and individual work and class presentations. You will be evaluated on the following items:

1. **Class participation**—You are expected to be actively involved in the class to include participation in class discussions in a manner that demonstrates thoughtful reflection and understanding of the subject matter as well as respect for your colleagues in the class.
2. **Readings**—You are expected to complete the readings that are assigned for each session of the class prior to attending that class session. Each class session, different students will be given responsibility for leading class discussions on the readings that have been done for class that week.
3. **Reading Reflection Paper**-Select any three chapters in the ASHE Reader (on a related/overlapping topic) and write a reflection paper that includes your reactions to the major argument/issues presented in each chapter. State if you agree or disagree with the arguments presented and why? What are the strongest elements in the chapter and what aspects of the topic being discussed are missing in your view? Please discuss the implication for practice of each chapter and how you would apply some of the concepts/issues in practice. This paper (15 pages) is due on or before Friday, March 11, 2016. Please send electronic copies to Dr. Fries-Britt and to Ms. Molly Morin.
4. **Final Research Paper**—Over the course of the semester, you will have the opportunity to participate in a working group (this can also be an individual paper) that will research one of the primary topics covered in class. See the list below. Although the topics have been pre-selected each group will have an opportunity to define the subject matter within the topic. For example, if

the group has an interest in the African-American student experience in higher education, they may wish to complete a synthesis of theory and research that juxtaposes African-American student experiences at predominately White institutions vs. historically Black institutions.

Each group will be asked to rank their preferred topical area. Every effort will be made to match as close as possible one of your top two selections.

- The Historical Context
- Organizations, Leadership, and Governance
- Faculty Issues
- Curriculum/Teaching/Learning
- Research on Students
- Policy, Finance, & Economics in Higher Education
- Race & Racism in Higher Education

Your final research-based paper should summarize theoretical/conceptual literature and empirical findings relevant to the topic you have chosen. Outlines for this paper must be approved in advance. Please submit outlines on or before **March 22<sup>nd</sup>**. This paper (20 pages) is due on **Monday, May 9, 2016**. Any late papers will lose a letter grade.

Please note that each group should not exceed 3 students in a group. Each group will present their research at the end of the semester. The time allotment for presentations will depend on the number of groups.

5. **Conference Presentation** – At the end of this semester each group will present their research to the class. The presentation will be based on your research project/final paper. Please note that there will be a question and answer portion at the end of the presentation. Your presentation should be innovative and reflect the findings of your group's research. Feel free to use multiple presentation techniques. You should provide at least one handout for the audience; handouts should not simply be your power point slides.

## ***Grading***

**Participation in Class (15% of grade)**

**Reading Reflection Paper (40% of grade)**

**Research Paper (30% of Grade)**

**Paper Presentation (15% of Grade)**

**A Strong Recommendation**—Work with a partner or small group of peers in the class to read and critique each other's written assignments. It has been my experience that multiple drafts and revisions of written work are always necessary. As part of this process, I find that thoughtful critiques from my peers provide me with insight and information that is extremely helpful to me as I seek to improve my manuscripts. I will do whatever I can to facilitate this process if you ask.

### ***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 <http://www.jpo.umd.edu/>. 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.

### ***Course Topics***

<b>Class</b>	<b>Date</b>	<b>Topic</b>	<b>Readings</b>
1	01/26/16	<b>Introduction &amp; Overview</b>	Syllabus, contact list, discussant role, initial research interests discussion,
2	02/02/16	<b>Demographic Trends &amp; Historical Context</b>	Ryu (2010) ASHE Reader - All Readings Required Priority Chapters 2, 4, 6, 8
3	02/09/16	<b>Organizations, Leadership, and Governance</b>	ASHE Reader - All Readings Required Priority Chapters 31, 33, 36, 37  <i>Discussants:</i>
4	02/16/16	<b>Curriculum/Teaching/Learning</b>	ASHE Reader - All Readings Required Priority Chapters 24, 25, 28, 29  <i>Discussants:</i>
5	02/23/16	<b>Faculty Issues</b>	ASHE Reader - All Readings Required Priority Chapters 16, 17, 19, 21, 22  <i>Discussants:</i>

6	03/01/16	<b>Research on Students</b>	ASHE Reader - All Readings Required Priority Chapters 10, 11, 12, 14, 15  <i>Discussants:</i>
7	03/08/16	<b>Part I: Race &amp; Racism in Higher Education</b>  <i>Reading Reflection Paper Due Friday, March 11th</i>	ASHE Reader - All Readings Required Priority Chapters 45, 48, 49, 50, 52, 54 Optional supplementary reading on Canvas site: Harper, Patton, & Wooden 2009 <i>Discussants:</i>
8	03/15/16	<b>No Class   Spring Break</b>	
9	03/22/16	<b>Part II: Race &amp; Racism in Higher Education</b>  <i>Research Paper Outline Due</i>	ASHE Reader - All Readings Required Priority Chapters 45, 48, 49, 50, 52, 54 Optional supplementary reading on Canvas site: Harper, Patton, & Wooden 2009 <i>Discussant:</i>
10	03/29/16	<b>Policy, Finance, and Economics</b>  <i>In Class Working Group</i>	ASHE Reader - All Readings Required Priority Chapters 39, 41, 44  <i>Discussants:</i>
11	04/05/16	<b>Connecting Theory to Practice</b>	Ebook: Occupy the Academy Readings: Introduction; Case(s) 5, 6, & 12.  Book: What Makes Diversity Work in Higher Education Chapters - Introduction, Ch. 1, 5, 6, 13 & 18.  <i>Discussants:</i>
12	04/12/16	<b>Connecting Theory to Practice</b>  <i>AERA Week</i>	Everyday Bias, Howard Ross (Entire Book)  <i>Discussants:</i>
13	04/19/16	<b>Conference Symposium Presentation</b>	Schedule to be determined

14	04/26/16	<b>Conference Symposium Presentation</b>	Schedule to be determined
15	05/03/16	<b>Class Celebration</b>  <i>Final Papers Due Monday, May 9th</i>	Location to be announced!