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 multi-level 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) institutional/organizational and social psychological barriers that systematically impede achievement outcomes; and (3) strengths-based strategies to eliminate racial, ethnic and gender barriers at multiple levels – policy, organizational and individual.

Students will also examine three related “diversity controversies” facing higher education in the 21st century: (a) the supreme court and the affirmative action debate; (b) the diversity, merit and higher education debate; and (c) STEM interventions and the cross-national competitiveness of the USA. Going beyond weekly seminar readings, students will select one of these three policy-relevant topics or some other higher education diversity controversy of particular 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 topic area. Such translation helps students to better bridge theory-driven scholarship with preparation for future leadership roles (e.g. in research, policy, administration, or professional practice) 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.
**Sources**

**Required**

**Sources and Related Texts:**

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

**Major Related Texts:**


Other Related Texts:


Other Relevant Texts:


higher education employment. University of Nebraska Press.
COURSE OUTLINE & WEEKLY READINGS:

Week 1-R – JAN 7: 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. RACIAL/ETHNIC & GENDER STRATIFICATION SYSTEMS: Macro-Societal Barriers to Equal Higher Education Opportunities

Week 2-R - JAN 14: Required Core Readings


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

Week 3-R JAN 14: Required Core Readings


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

Week 4-R JAN 21: Required Core Readings


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

Week 5-R JAN 28: Required Core Readings


Confucius or Mozart? Community Cultural Wealth and Upward Mobility among


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

A. **“STRENGTH” INSTITUTIONAL COMMITMENT & TRANSFORMATION:**
*Macro-Diversity Policy in Higher Education*

Week 6-R FEB 4: **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.


B. **“STRENGTH” ORGANIZATIONAL & PROGRAM SUPPORT SYSTEMS:**
*Meso-Organizational Behavior and Management*

Week 7-R FEB 11: **Required Core Readings**


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

Week 8-R FEB 18: Required Core Readings


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

Week 9-R FEB 25: Required Core Readings


WINTER VACATION (February 27 – March 7)

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

   A. THE SUPREME COURT & THE AFFIRMATIVE ACTION DEBATE:
      Fisher v. University of Texas and Beyond

Week 10-R MARCH 10: Required Core Readings


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

Week 11-R MARCH 17: Required Core Readings


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

Week 12-R MARCH 24: Required Core Readings


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

Week 13-R MARCH 31: Readings TBA – Campus Experts/Group Presentations
Week 14-R APRIL 7: Readings TBA – Campus Experts/Group Presentations

Week 15-R APRIL 14: Readings TBA – Campus Experts/Group Presentations/

Class Reflections, Evaluations & Wrap Up
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 RESEARCH REVIEWED:

MAJOR CONCLUSIONS:
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


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 adaption 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 resilience 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 resilience 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

Diversity Challenges & Opportunities
  Diverse Interests/Views
  Policy/Innovation/Change Process

Research
  Questions/Hypotheses

Policy-Relevant Action/Intervention Plans

Disciplinary Research Designs/Methodology

Organizational/Community/Professional Engagement

Systematic Data Collection

Multi-Level Innovation
  - Policy Level
    - Organizational Level
    - Program Level
    - Professional Practice

Diversity-Related Disciplinary Scholarship
  Social Sciences/Humanities
  - Multi-Disciplinary/Interdisciplinary
  - Diversity Studies

Disciplinary Scholarship

Data Management & Analysis

Theory
  - Knowledge Propositions
  - Models

Evaluation Research & Policy Analysis

Reporting/Dissemination

Programmatic Implementation

Reporting/Dissemination

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

<table>
<thead>
<tr>
<th>DEFICIT-BASED</th>
<th>STRENGTHS-BASED</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Institutional</td>
<td></td>
</tr>
<tr>
<td><strong>External</strong></td>
<td><strong>Strong</strong></td>
</tr>
<tr>
<td>Bias/Barriers &amp; Commitment/Transformation &amp; CAUSAL Remedial Stigma Comprehensive Support System</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
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<tr>
<td>FACTORS</td>
<td></td>
</tr>
<tr>
<td><strong>Internal</strong></td>
<td></td>
</tr>
<tr>
<td>Personal Deficits</td>
<td>Personal Strengths</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>UNSUCCESSFUL</strong> vs. <strong>SUCCESSFUL</strong> (Negative) vs. (Resilient) OUTCOMES OUTCOMES</td>
<td></td>
</tr>
</tbody>
</table>

Adapted From:
Table 2

<table>
<thead>
<tr>
<th>RSCA – <em>Prince-Embury</em></th>
<th>NCQ – <em>Sedlacek</em></th>
<th>Personal Level Strengths</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sense of Mastery</td>
<td>Long Term Goals</td>
<td>Path-Goal Motivation</td>
</tr>
<tr>
<td></td>
<td>Positive Self-Concept</td>
<td>Salient Role Self-Efficacy</td>
</tr>
<tr>
<td></td>
<td>Knowledge in a Field</td>
<td>Career-Related Efficacy</td>
</tr>
<tr>
<td>Emotional Reactivity</td>
<td>Realistic Self-Appraisal</td>
<td>Resilient Problem-Solving</td>
</tr>
<tr>
<td></td>
<td>Handling the System</td>
<td>Diversity Commitment</td>
</tr>
<tr>
<td>Sense of Relatedness</td>
<td>A Strong Support Person</td>
<td>Perceived Social Support</td>
</tr>
<tr>
<td></td>
<td>Leadership Experience</td>
<td>Leadership Commitment</td>
</tr>
<tr>
<td></td>
<td>Community Involvement</td>
<td>Service Commitment</td>
</tr>
</tbody>
</table>

Adapted From:
Table 3

Comparison of Major Concepts in ETS®PPI and Related Assessment Systems

<table>
<thead>
<tr>
<th>KNOWLEDGE/INTEGRITY</th>
<th>ETS ®PPI (Prince-Embury – RAS)</th>
<th>Sedlacek – NCQ</th>
</tr>
</thead>
<tbody>
<tr>
<td>Motivation</td>
<td>Long Term Goals</td>
<td>Path-Goal</td>
</tr>
<tr>
<td>(Sense of Mastery)</td>
<td>Positive Self-Concept</td>
<td>Academic</td>
</tr>
<tr>
<td>Efficacy</td>
<td>Knowledge in a Field</td>
<td>Career</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RESILIENCE/COMMUNICATION</th>
<th>Realistic Self-Appraisal</th>
<th>Res. Problem-Solving</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Emotional Regulation)</td>
<td>Handling the System</td>
<td>Diversity</td>
</tr>
<tr>
<td>Commitment</td>
<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TEAMWORK/ORGANIZATION</th>
<th>A Strong Support Person</th>
<th>Social Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Sense of Relatedness)</td>
<td>Leadership Experience</td>
<td>Leadership</td>
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<tr>
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<td>Community Involvement</td>
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