Purpose and Objectives

U.S. higher education is faced with a number of critical concerns and issues that are directly linked to the changing needs and demands of our society. While the American higher education system is unparalleled in the world in the degree of access that it provides to its citizens and the diversity of institutions that comprise the system, it is marked by a long history of exclusion. Gaps in educational and professional attainments among various groups 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 this country.

This graduate seminar addresses historical, contemporary, theoretical, and empirical aspects of diversity and equity in postsecondary education including access, participation, campus climate, and outcomes. The course is designed to introduce students to research, concepts, policies, and controversies related to gender, racial, ethnic, sexual orientation, and socio-economic differences among college students, faculty, and administrators. This graduate seminar will emphasize critical reading and class discussion. The successful student in this course will be able to describe and analyze historical and contemporary issues related to diversity and equity, as well as discuss current trends and coming challenges in educational research, theory, policy, and practice. Specifically, the objectives of this course are to:

1. Provide a comparative view of issues that affect diverse 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 gender, race, ethnicity, sexual orientation, and socio-economic status.
4. Decipher many of the controversies involved in the discourse on diversity.
5. Understand the issues and challenges involved in efforts to transform institutions of higher education to make them more responsive to the educational experience of diverse groups.
6. Examine and understand the relationship between theory and research and the practice of education in informing, understanding, and affecting these issues.

This is your course; I encourage you to make the most out of it. My goal is to provide you with good readings and to create an environment that encourages thoughtful discussion. Beyond that, I plan to get out of the way and let you learn.

Valuing Diversity in the Classroom

It is my belief that the diversity you bring to this class is a valuable resource because varied backgrounds and opinions enhance discussion. Research, including some of my own, suggests that learning is improved by exposure to diversity in the classroom. It is my intent to present materials and activities that
utilize and are respectful of diversity: gender, sexual orientation, disability, age, socio-economic status, ethnicity, race, culture, perspective, and other background characteristics. Your suggestions about how to improve the value of diversity in this course are encouraged and appreciated. Please let me know of ways to improve the effectiveness of the course for you or for other students or student groups.

I also understand that you may celebrate religious holidays that conflict with the class schedule and may have a disability that requires special accommodations. You will not be penalized because of observances of your religious beliefs. Whenever possible, you will be given reasonable time to make up any academic assignment that is missed due to participation in a religious observance. It is your responsibility to inform me as soon as possible of any intended absences for religious observances. 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. Student Disability Services (3101 Burge Hall, 335-1426, http://www.uiowa.edu/~sds/) also is available for consultation with students with disabilities.

Academic Honesty

You are expected to abide by the code of academic integrity throughout this course. I encourage you to collaborate with others as you think about, outline, and proofread your work. However, oral and written work must be your own. You must acknowledge any scholars or classmates whose work you quote or refer to in any way. According to the College of Education’s Policy on Student Academic Misconduct, examples of plagiarizing or cheating include: presenting someone else’s written or spoken words or ideas as one’s own; using direct quotes with no quotation marks, paraphrasing without crediting the source or in some other way suggesting someone else’s work is one’s own; copying all or part of someone else’s paper; and knowingly allowing another student to copy one’s work or submit one’s work as his or her own. In addition, you must not turn in any written work for which you have already received credit in another course. Any sort of academic misconduct is a very serious offense, and may result in a grade reduction and/or other serious penalties. For more information see the University’s Policy on Student Academic Misconduct available online at: http://www.education.uiowa.edu/coedean/policies/student_ac_misconduct/index.html.

Concerns

If you have any suggestions or concerns, either positive or negative, about this class, please do not hesitate to see me during my office hours or make an appointment. It is my hope that we will be able to resolve the issue. In the event that we are unsuccessful, College policy suggests that you contact the EPLS department executive officer, Larry Bartlett (N491 Lindquist Center, 335-5307 or 335-5303). He will be able to help you and give further guidance. You also may wish to refer to the college policy on student complaints and dispute resolution. A copy of Student Complaint Procedures is available online at http://www.education.uiowa.edu/coedean/policies/student_complaint/index.html.

Dropping the Course

This course is given by the College of Education. This means that class policies on matters such as requirements, grading, and sanctions for academic dishonesty are governed by the College of Education. If you wish to add or drop this course after the official deadline, you must receive the approval of the Dean of the College of Education. Prior to dropping the course, I encourage you to speak with me. I will do whatever I can to find a solution that will allow you to remain in the course and continue your progress toward degree completion. Additional information on dropping the course and details of the University policy of cross enrollments may be found at http://www.uiowa.edu/~provost/deos/crossenroll.doc.
Readings

**Required** (available at the bookstore or amazon.com; also on reserve at Main Library)

**Online texts/references:**

**Additional readings and resources.** In addition to the required texts listed above, you will read additional book chapters and articles. I have made most of these readings (noted with a * in the course outline) available on our ICON course website (can be accessed using your hawkid at http://icon.uiowa.edu/index.shtml). I also have placed most of these on reserve in the Main Library.

**Recommended websites:**
AAC&U’s On Campus with Women: [http://www.aacu.org/ocww/index.cfm](http://www.aacu.org/ocww/index.cfm)

**Course Expectations**
The course will employ a variety of approaches of instruction and will rely heavily on student participation and discussion. You will be evaluated on the following items:

1. **Class participation**—(25%) You are expected to attend and to be actively involved in the class. You are expected to participate in discussions in a manner that demonstrates thoughtful reflection and understanding of the subject matter, as well as respect for your colleagues in the class. To do so, you must complete the readings that are assigned for each session of the class prior to attending that class session. Active participation also means that each participant is willing to listen to other points of view and to change his or her mind. This means you must listen to others, respond thoughtfully, demonstrate an understanding of the issues, and show a willingness to learn and grow. After each class, I will use the following rubric (adopted from [http://trc.virginia.edu/Publications/Teaching_Concerns/Spring_1996/TC_Spring_1996_Maznevski.htm](http://trc.virginia.edu/Publications/Teaching_Concerns/Spring_1996/TC_Spring_1996_Maznevski.htm)) to assess your class participation:
<table>
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<tr>
<th>Grade</th>
<th>Criteria</th>
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<tr>
<td>1</td>
<td>Present, not disruptive. Responds when called on but does not offer much. Offers very infrequent involvement in discussion.</td>
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<tr>
<td>2</td>
<td>Demonstrates adequate preparation: knows basic reading facts but does not show evidence of trying to interpret or analyze them. Offers straightforward information without elaboration or very infrequently (perhaps once a class). Does not offer to contribute to discussion, but contributes to a moderate degree when asked.</td>
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<tr>
<td>3</td>
<td>Demonstrates good preparation: knows readings well and has thought through implications of them. Offers interpretations and analysis of readings. Contributes well to discussion in an ongoing way: responds to other students' points, thinks through own points, questions others in a constructive way, and offers and supports suggestions that may be counter to the majority opinion. Demonstrates consistent ongoing involvement.</td>
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<tr>
<td>4</td>
<td>Demonstrates excellent preparation: has analyzed readings exceptionally well and relating them other material (e.g., readings, course material, discussions, etc.). Offers analysis, synthesis, and evaluation of readings. Contributes in a very significant way to ongoing discussion: keeps analysis focused, responds very thoughtfully to other students' comments, contributes to the cooperative argument-building, suggests alternative ways of approaching material and helps class analyze which approaches are appropriate, etc. Demonstrates ongoing very active involvement.</td>
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2. **Discussion Questions**—(10%) Two times during the semester you will write discussion a question for the week’s readings. The question is to be e-mailed to me by noon on the day of class. The question may be anything from a short, simple one line question, to a paragraph, but it must be thought-provoking and reflect a close analysis of the readings. During the first day of class, each student will sign up for two question days.

3. **Application Exercise**—(15%) For class November 1 you are expected to select at least three autobiographical essays by college administrators and/or faculty members and write a paper that applies our previous readings to the essays. In other words, your paper may describe how the concepts from previous readings apply to, are displayed in, or provide insight into the essays. Your essay should be approximately 4-5 pages in length. You may chose your essays from the books listed below (I will make copies available in class) or you may find your own essays. You also may read an autobiographical book instead of 3 essays. Please submit an electronic copy in the “Dropbox” on our ICON course website prior to our class meeting on November 1. Be prepared to discuss your chapters and paper in class.


4. **Final Paper**—(50%) The final study or project is meant to be a summative experience for you. Your final paper can take two forms: a synthesis of theory and research or a research proposal. Over the course of the semester, you will select a topic that relates to course content and to your own research interests. As just one example, if you have an interest in faculty salary equity, you...
might do a synthesis of theory and research regarding gender and faculty salaries. You also might write a research proposal for a study that examines salary equity among faculty in the sciences and engineering. 1. By no later than November 1, you are expected to turn in a brief description (no more than one, single-spaced page) of your final paper topic and meet with me individually to discuss your paper. I will distribute a handout with additional information about your final paper during the first class. Throughout the semester, we will spend some class time discussing your papers.

- Class attendance is required and is included in the class participation grade. Nevertheless, you may occasionally need to absent from class meetings for reasons of illness, family, or work. In fairness to students who attend and participate in every class session, after the first occurrence, an absence for any reason other than those noted below will result in a reduction in the absent student’s class participation grade. This reduction is 2 points (of total for all assignments) per class missed. For the purposes of this policy, being late to class or leaving early for any reason constitutes a partial absence and will result in a 1 point reduction in accumulated points toward your final grade. Important note: The participation grade is not merely a grade for attending class – participation credit is earned through active involvement in class discussions, small and large groups, and so forth.

Absence from class to observe a religious holiday, to serve jury duty, to participate in required military service, or to take comprehensive exams in your graduate program are exceptions to the above policy. If you anticipate being absent for any of these reasons, please make arrangements with me in advance and there will be no deduction in your grade.

- All assignments are expected during the session noted on the syllabus. Unless prior arrangements have been made with me, late submissions will not be accepted and will result in a grade of 0 for that assignment. Grades for late submissions that are accepted will be reduced.

- Note: All assignments should be turned in on time unless other arrangements are made well in advance of deadlines. I WILL NOT accept any late assignments.

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

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<thead>
<tr>
<th><strong>Grading</strong></th>
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<td><strong>Your final grade for this class will be based upon the following:</strong></td>
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<tr>
<td>Class participation.............25 points</td>
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<td>Discussion questions.............10 points</td>
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<tr>
<td>Analytic Exercise................15 points</td>
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<tr>
<td>Final Paper.....................50 points</td>
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<tr>
<td><strong>Your final grade will be calculated using the following scale:</strong></td>
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<tr>
<td>92—100 points..................A</td>
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<td>90—91 points..................A-</td>
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<td>88—89 points..................B+</td>
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<tr>
<td>82—87 points..................B</td>
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<td>80—81 points..................B-</td>
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<tr>
<td>78—79 points..................C+</td>
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<tr>
<td>72—77 points..................C</td>
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<tr>
<td>70—71 points..................C-</td>
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Diversity and Equity in Higher Education (Umbach)
Department of Educational Policy and Leadership Studies
I **strongly discourage** incomplete grades. I have seen numerous cases where students become overwhelmed trying to wrap-up incomplete grades. However, if it is absolutely necessary for you to take an incomplete, you must arrange it with me prior to November 15.

### Instructor Responsibilities

I have high expectations not only for you but also for myself. You should expect that I will:

- Be prepared for class, read and return your work in a timely manner, and be interested and engaged in your work;
- remember that each of you brings a different background, experience, and perspective to this course;
- learn from you;
- meet with you individually or in groups upon request and be available in person, by telephone, and by e-mail;
- and work hard, have fun, and empower students to develop greater understandings of the topics that are covered in this course.

### Course Schedule

The course is organized around some of the main concepts related to equity and diversity and the major constituents in higher education. We proceed generally, beginning with the theory and history that will frame our study of diversity. We then explore one of the primary policy issues related to diversity in higher education, affirmative action, and research that contributes and informs the discussion around the policy. We then explore concepts, policies, and controversies related to gender, racial, ethnic, sexual orientation, and socio-economic differences among college students, faculty, and administrators. We conclude with organizational and institutional considerations.

The course website will contain all supporting materials (e.g., readings, descriptions of analytic exercises) for the class. A * indicates that the reading is available on the course website (can be accessed using your hawkid at [http://icon.uiowa.edu/index.shtml](http://icon.uiowa.edu/index.shtml)).

#### Week 1, August 30  Getting started

We will begin with a brief overview of the course and syllabus. Then we will address the following questions: What do we mean by “diversity” in higher education? What do we mean by “equity” in higher education?

#### Week 2, September 6  Framing the study of diversity and equity

**Required readings:**

* Encyclopedia – Gender theory and the academy

Optional readings:

### Week 3, September 13  
**Historical context**

**Required readings:**
Racial Crisis: Chapters 1-4 (p. 3-99).
* Encyclopedia - Nidiffer, J. Overview to Historical and Cultural Contexts.

**Optional readings:**

### Week 4, September 20  
**Access, Affirmative Action, and Public Policy**

**Required readings:**

**Optional readings:**

### Week 5, September 27 (Reading day)

### Week 6, October 4  
**Public Policy Research**

**Required readings:**

### Week 7, October 11  
**Research on Students (Race and ethnicity)**

**Required readings**
Racial Crisis: Chapters 5-8 (p. 103-186)
Select ONE of the following:
Optional readings:

**Week 8, October 18  Research on students (race and class)**

**Required readings:**

**Week 9, October 25  Research on students (gender and sexuality)**

**Required readings:**

Select ONE of the following:

Optional readings:

**Week 10, November 1  Research on faculty and administrators (race, ethnicity, and class)**

**Required readings:**
Racial Crisis: Chapters 9-11 (p. 189-269)
Select ONE of the following:

Optional Readings:

DUE: Application Exercise

**Week 11, November 8**

No class – ASHE.

**Week 12, November 15**  Research on faculty and administrators (gender)

Required readings:

Optional Readings:

**Week 13, November 22**

Thanksgiving Break. No class.
Week 14, November 29  
Minority serving and single sex institutions

Required readings:

Select ONE of the following:

Select ONE of the following:

Optional readings:

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Week 15, December 6  
Organizational perspectives and transformation

Required readings:

Optional Readings:

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Week 16, December 13  
Student presentations

All final projects are due at the beginning of class.