



Postsecondary Education Network

**A Publication of Division J
American Educational Research Association**

Christopher C. Morpew, University of Kansas, Editor Winter 2002

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Publication Outlets for Higher Education Research

Vice President's Column

Linda K. Johnsrud, University of Hawaii - Manoa

At the annual winter meeting of the AERA Council in Phoenix, a report from Linda Dziobek, Director of Publications, included comments of interest to members of Division J. As most of you know, AERA publishes five refereed scholarly journals, four of which are quarterly, and one, *Educational Researcher*, appears nine times per year.

Personally, I have thought of these journals (with some exceptions) as devoted primarily to K-12 educational issues. The point was made at the Council meeting that the editors of these journals are very

interested in receiving manuscripts that deal with post-secondary issues, particularly issues of widespread interest to the membership of AERA. Even more to the point, two of these journals have no backlog of manuscripts to publish and are actively seeking submissions. *Review of Educational Research* has no backlog and appears to have a problem attracting submissions. *Educational Evaluation and Policy Analysis* now has a new editor after some months of transition and, as of January, had received no manuscripts for spring 2002.

Many of the issues addressed in the research conducted by Division J members have wide appeal to colleagues in related disciplines. The current interest in exploring educational issues as pre-K through 20+ underscores the relevance of our disseminating our work beyond the usual avenues. I would encourage Division J members with manuscripts that may be appropriate to one of these journals to contact the editor directly.

The URL for AERA publications is <http://www.aera.net/pubs/> You can learn more about each of these publications by going directly to the appropriate webpage. I have included brief statements of purpose below.

[Educational Researcher](#) (ER) is published nine times per year and is received by all members of AERA. It contains scholarly articles of general significance to the educational research community from a wide range of disciplines. ER's Features section publishes articles that report, synthesize, or analyze scholarly inquiry-especially manuscripts that focus on the interpretation, implication, or significance of research in education-and manuscripts that examine developments important to the field of educational research. Manuscripts should be of interest to the broad community of educational researchers.

[American Educational Research Journal](#) (*AERJ*) has as its purpose to publish original empirical and theoretical studies and analyses in education. The editors seek to publish articles from a wide variety of academic disciplines and substantive fields. They are looking for contributions that are significant to the understanding and/or improvement of educational processes and outcomes

[Educational Evaluation and Policy Analysis](#) (*EEPA*) publishes scholarly articles concerned with important issues in the formulation, implementation, and evaluation of education policy. *EEPA* is open to all of the diverse methodologies and theoretical orientations represented in AERA published work. We welcome submissions focused on international and comparative policy issues in education as well as domestic issues. Manuscripts should be written in a way that appeals to the broad and diverse interests of the *EEPA* readership, who work in a variety of institutional settings.

[Journal of Educational and Behavioral Statistics](#) (*JEBS*) provides an outlet for papers that develop original statistical methods useful for the applied statistician working in educational or behavioral research. Typical papers will present new methods of analysis. In addition, critical reviews of current practice, tutorial presentations of less well known methods, and novel applications of already known methods will be published. Papers discussing statistical techniques without specific educational or behavioral interest will have lower priority, as will papers consisting mainly of Monte Carlo calculations evaluating existing techniques or practices. Papers that present empirical results about teaching are

generally not acceptable.

[Review of Educational Research](#) (*RED*) publishes critical, integrative reviews of research literature bearing on education. Such reviews should include conceptualizations, interpretations, and syntheses of literature and scholarly work in a field. *RED* encourages the submission of research relevant to education from any discipline, such as reviews of research in psychology, sociology, history, philosophy, political science, economics, computer science, statistics, anthropology, and biology, provided that the review bears on educational issues. *RED* does not publish original empirical research unless it is incorporated in a broader integrative review. *RED* will occasionally publish solicited, but carefully refereed, analytic reviews of special topics, particularly from disciplines infrequently represented.

The Final Program: Something for Every Postsecondary Taste

2002 Division J Program Chair

Linda Serra Hagedorn

Rossier School of Education University of Southern California

The Program Committee is delighted with the outcome of our labor. Certainly there is something for every interest. Further, we note that there are many new names on the program intertwined among the experienced.

I urge everyone to go online and create his or her personal electronic schedule. Visit the AERA website at <http://www.aera.net/> and click on the link "Programs Online." From there you can search for specific sessions or find out quickly when and where colleagues are presenting. You can also search by day and time. When you find the sessions you would like to add to your planner, merely click on the "add to planner" link. Be sure to include the Division J Business Meeting (Thursday, 6:15 PM, Marriott, Studio 9), the Vice Presidential Address (Tuesday, 4:05 PM, Marriott, La Galerie), and the Division J Reception (Tuesday, 6:15 PM, Marriott, Balcony J). Newcomers and others will want to attend the Newcomer's Reception (Monday, 6:15 PM, Sheraton, Rhythms III), and the Fireside Chat (Thursday, 12:25 PM, Marriott, Mardi Gra).

I am pleased to announce two invited panels. The session "A Discussion with Foundation Officers" (Wednesday, 8:15:00 AM, Sheraton, Grand Ballroom B) is likely to draw a very large crowd. Come hear Joe Aguerrebera, Deputy Director of the Foundation's Education, Knowledge and Religion unit; Ida Oberman, Program Officer, Hewlett Foundation; Dan Fallon Chair of the Education Division, Carnegie Foundation; Ellen Condliffe Lagerman, President of the Spencer foundation; and Sandra Garcia, Officer for the Office of Educational Research and Improvement (U.S. Department of Education) discuss the latest funding initiatives as well as provide sage advice to emerging as well as veteran scholars.

The second invited session highlights research on community colleges. This interactive symposium

features Barbara K. Townsend, University of Missouri; Steve Kastsinas, University of North Texas; Debra Bragg, University of Illinois; Laura Blaze Woodlief, California Tomorrow; Kevin J. Dougherty, Teacher's College - Columbia University; and Michael Quanty, Thomas Nelson Community College.

The 2002 Program Committee drew together a group of sessions that we felt were likely to be of high quality and interest to the Division. We present this year's highlighted sessions:

- Validity and Value in Higher Education Research
(Thursday, 8:15 AM, Marriott, Studio 8)
- Changing Patterns of Higher Education Finance: State Funding and Budget Incentives in Research Universities
(Monday, 12:00 noon, Sheraton, Rhythms III).
- Lives in the (un)Balance: Negotiating the Stages of Faculty Life
(Thursday, 12:25 PM, Marriott, Studio 9).
- College Knowledge for Successful K-16 Transitions: Student, Parent, and K-12 Educator Understandings of Admission and Placement Policy in California, Illinois, and Oregon
(Tuesday, 10:35 AM, Marriott, Studio 8).
- Postsecondary Futures: Findings from A National Agenda Setting Initiative on Research Priorities
(Monday, 4:05 PM, Sheraton, Southdown).

It is evident that the program indeed has something for every research agenda. Now the challenge is to hear, see, and participate to the fullest extent possible.

Other Division J Highlights in New Orleans

Judith Glazer-Raymo will be giving the Willystine Goodsell address at the annual meeting. The title of the address is "Gender & Public Policy in the Postmodern University." The address is scheduled for Tuesday, April 2, 6:15 p.m., following the Business Meeting of AERA/SIG Women in Educational Research. Judy will be introduced by Elizabeth Fennema, the first recipient of this award. There will also be a follow-up dialogue on this topic the next morning, April 3rd as part of the program for the meeting of the Committee on Scholars and Advocates for Gender Equity (SAGE).

Exploring the Practice & Scholarship of Teaching

Division J Graduate Student and New Faculty Pre-Conference Seminar

Division J is pleased to announce the graduate student and new faculty pre-conference seminar for the 2002 annual meeting. The focus of this year's session is teaching in higher education. We have broadly defined the seminar's topic to interest current and prospective full-time faculty, those who have or aspire to administrative oversight of teaching and/or responsibilities for faculty development, and those who have or seek dual roles as administrators and teachers.

The seminar features faculty, practitioners, and administrators who will share information via formal presentations and working sessions on topics ranging from the nuts and bolts of teaching (e.g., developing a syllabus) to more general concerns surrounding the teaching role (e.g., establishing legitimacy in the classroom). The seminar will address practical, administrative, and theoretical aspects of teaching.

The seminar will run as follows:

Sunday, March 31, 1-5PM Graduate Student Session

Sunday, March 31, 6:30-9PM Combined Session (Graduate Students & New Faculty)

Monday, April 1, 8-11:30AM Combined Session

There is a nominal registration fee of \$25.00 to help defray expenses. Dinner on March 31 and breakfast on April 1 are included. Departments are encouraged to cover the registration cost for their graduate students and new faculty. The seminar is limited to 20 graduate students and 20 new faculty.

Participants will be selected based on their institution (we will accept more than two people from any one campus only on a space available basis) and graduate student standing in their graduate program (i.e., advanced standing graduate students will be given priority), and new faculty's experience as faculty (i.e., newer faculty will be given priority). We will also accept applications from people who are new administrators and who either work with faculty or aspire to teaching in higher education.

If you are interested in participating in the seminar, please provide the information requested [on the enclosed application](#). Applications were due Friday, February 22th but will be accepted later on a space-available basis. Please email your application to Kelly Ward (kaward@okstate.edu) or Lisa Wolf-Wendel (lwolf@ukans.edu). You will be notified by March 1st or soon after we receive your application.

This year's seminar is being coordinated by Linda Johnsrud, University of Hawaii; Barbara Townsend, University of Missouri-Columbia; Kelly Ward, Oklahoma State University; and Lisa Wolf-Wendel, University of Kansas.

News from Division J

Patrick Dilley (Southern Illinois University) was recently named an Emerging Scholar by the American College Personnel Association. He will use the grant award to further research on the history of gay and lesbian college student organizations, and produce a follow-up to his forthcoming book from RoutledgeFalmer, *Queer Man on Campus: A History of Non-Heterosexual College Men, 1945 to 2000*. Congratulations, Patrick!

In the faculty moves department, Bowling Green State University has three new faculty. Michael Dannells moved from Kansas State University to become director of the Higher Education Administration Program. Ellen Broido left Portland State University and Maureen Wilson left Mississippi State University to become assistant professors in College Student Personnel and Higher Education Administration.

Not to be outdone, our colleagues at the University of Maryland have added two new faculty of their own. Adrianna Kezar and John B. Williams III have joined Sharon Fries-Britt, Laura Perna and Jeff Milem as members of the higher education program faculty in the Dept of Education Policy and Leadership at the University of Maryland.

Contributed thoughts on "Teaching Diversity"

William Timpson, Colorado State University

In a forthcoming book titled *Teaching Diversity: Challenges and Complexity, Identity and Integrity* (Madison, WI: Atwood Publishing), four faculty members at Colorado State University—Bill Timpson, Silvia Canetto, Evelinn Borrayo and Ray Yang—have led a two year effort to explore what happens in college classrooms when complex and highly sensitive aspects of diversity enter into discussions, i.e., ethnicity, gender, social class, religion, disabilities, sexual orientation. Sixteen colleagues have joined them in describing case studies from their own teaching. The editors offer the following conclusions and recommendations:

As we worked through this project, from our very first glimpse of its possibility, arising Phoenix-like out of the ashes of turmoil, literally and figuratively, we eventually saw hints of its conclusion as a manuscript along with its potential within a staff development initiative across campus. Knowing that our efforts represented something very new and different on the landscape of scholarship about diversity, we wanted to begin moving from our individual studies and collective conversations toward viable recommendations. What follows is also fueled by our felt sense of urgency.

Complexities and ambiguities

Diversity content is inherently complex, dynamic in its ever changing focus and often volatile in its debates. Conflicts erupts and the media attention if often intense. Accordingly, we believe that it is important for instructors and students alike to come to class with some command of certain knowledge and skill. Openness to change requires some degree of intellectual and emotional sophistication; i.e., an ability to reflect and rethink, a desire to learn, listening and empathy, problem solving and negotiation, teamwork. Faculty cannot be expected to carry an entire class by themselves. Progress will also depend on meaningful student involvement and responsibility.

Safety

If we are to ask our students to take on the complexities, ambiguities and difficulties of the "real world," to think more deeply about diversity, to accept the challenges of overcoming longstanding barriers and promoting greater inclusiveness, then we need to establish a climate of safety. Students must feel free to explore a range of ideas, to risk unpopular views. While free speech has its limits--i.e., we cannot allow individuals to cry "fire" or "hate" in a crowded classroom--respectful communication must be part of the groundrules. The complexities surrounding safety, however, are compounded when we recognize the parallel issues for us as instructors, that the acceptance of diversity within our teaching departments and institutions is also built on a foundation of trust and safety.

Defining terms

We now know that language becomes important when addressing complex and sensitive issues. We have learned that the terms we use can make a difference. Putting some time and effort into careful scrutiny of the ideas under study should pay off in increasingly sophisticated thinking.

Professional development

While we have general agreement about what constitutes research--i.e., peer-reviewed publications and grants, chapters and books of original scholarship--we are much less certain about quality instruction. Accordingly, we want to argue for more substantive investment in professional development. When feedback is formative, when the goal is to provide valued data, then instructors are typically more open to change. When the emphasis is primarily on instructor evaluation, however, increased anxiety may produce a self-protective resistance.

Better communication skills

Addressing the varied aspects of diversity with all its historic and inherent challenges puts a premium on effective communication skills. Instructors and students alike need to be able to listen deeply, respond empathetically, identify and address conflicts that arise.

Meeting groundrules

Communication must be respectful and honest for deeper learning to occur. Students and instructors must feel safe to question others, rethink their beliefs and explore new ideas. As Perry (1999) has theorized, these processes can be gateways to those higher levels of cognitive processing which give us the skills we need to handle greater degrees of complexity and ambiguity.

Relevant models of teaching

The literature on postsecondary instruction is rich and growing (e.g., Eble, 1994; Lowman, 1995; McKeachie, 1995; Timpson & Bendel-Simso, 1996). While university faculty members are hired for their expertise in specific disciplines, we now understand better what we need as instructors.

Commitment to personal growth

As instructors and contributors to this project, we have also become convinced of the need to be lifelong learners ourselves, to commit to personal growth as we simultaneously challenge our students to reflect, explore, rethink and grow. While we all face real time constraints in staying abreast of our fields we also have to continue growing as teachers; we cannot shirk either responsibility.

Deconstructing our role as experts

Because the nature of diversity involves so many human constructions--e.g., culture and social class--and historic conflicts, we must be especially aware of the need for active exploration, of providing the space for ourselves and our students to reexamine values and beliefs in the light of new information and competing ideas.

Support for ongoing research and development

Change in higher education will not come quickly or easily. The historic protections for academic freedom and promotion of discovery put a premium on individual autonomy. Accordingly, we believe that special funds should be provided to encourage new conversations, the sharing of ideas and new course designs and deliveries. Despite the ubiquitous rhetoric about diversity in higher education, we still see too much that seems to be just that, rhetorical. We also want to argue for institutional support for new and original research on topics related to the teaching of diversity.

Leadership

Campus leadership will always be important for institutional change. While individual faculty members can contribute important insights and examples, campus leadership is needed to expand these benefits across campus. We need administrators to provide resources for needed institutional research and professional development if the challenges of diversity are to be addressed with new and creative thinking.

Understanding the nature of change

The literature on change is very clear. Understanding the change process is critical to focusing efforts, making good use of limited resources and avoiding what is unachievable.

Dynamic interplay of factors

The cases we have featured and explored in this book involve complex, interdependent issues which defy easy answers. Our thinking and responses, then, must be correspondingly sophisticated and creative, sensitive to nuances and competing values, truly interdisciplinary at a time when so many forces push us as scholars toward ever more narrow disciplinary sub-specialization. As we have noted throughout our own discussions, we need to promote positive classroom climate, facilitate self-reflection and encourage appropriate self-disclosure for students and ourselves. We also think that student-centered strategies with case-based and problem-based materials hold much promise for diversity work. Complex and sensitive issues require sophisticated approaches.

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