

1991 AAHE Research Forum

**Achieving the Promise in Diversity
A Research Agenda to Inform the Issues**

AMERICAN ASSOCIATION FOR HIGHER EDUCATION

What is the Purpose of the Research Forum? Involvement and critique from educators in dialogue with researchers is a critical element for achieving clarity about what research will benefit educational policy and practice. The AAHE Research Forum is convened annually to involve individuals committed to research and scholarship in higher education. The Forum stimulates educators' involvement in creating a research agenda that speaks to current educational concerns. Since each year's agenda is developed around the conference theme, educators and researchers can continually rely on the Forum agenda as an up-to-date source of research questions of common interest that flow from the year's most central educational issues. The Forum enables educators to provide leadership and support for those researchers who share educators' interests, who speak clearly to educators about their findings, and who actively respond to educators' most pressing questions.

Since 1985, the AAHE Research Forum has provided leadership from educators for bridging the gap between research and practice, and enabled educators and researchers to define the kinds of contexts that need to be reshaped within colleges and universities for research findings to benefit students.

Why AAHE? AAHE has traditionally brought together a wide range of interested educators, and has been successful in defining current issues that stimulate a broad spectrum of higher education constituencies. A recent survey shows the AAHE annual conference to be the most stimulating meeting of its kind. There are other forums where research results are presented and discussed, but many of them are not regularly attended by or directed toward higher education administrators and educators. AAHE membership has the desire and potential to stimulate research among its members, and to engage the research community in continual dialogue about research questions and findings that directly relate to educational practices for governance, for teaching and learning, and for student development.

What is the Forum Process and Product?

- 1. The invitational pre-conference session.** Educators (selected from conference presenters) generate research questions on topics that emerge as central to the conference theme, through a specially designed group process. Experts on each topic serve as group leaders and synthesizers. Each topic group reviews the current issues around the topic, and dialogues with those who currently, or are likely to, research the year's agenda. For the 1991 agenda, 68 conference presenters who work in one of six topic areas generated questions for the agenda on March 24. Questions were synthesized in each group, and two session leaders edited and prepared them that evening for distribution the next day.
- 2. The all-conference Forum and panel.** Forum leaders bring the questions generated in the pre-conference session to the attention of the conference membership and involve the larger audience in discussion. Forum leaders also elicit discussion of research questions by a panel comprised of experts on the year's conference theme. The 1991 theme was *achieving the Promise in Diversity: A Research Agenda to Inform the Issues*. The March 25 panelists were J. Hennen Blake, Vice Chancellor for Undergraduate Education, Indiana University and Purdue University; and Elizabeth Kamarck Minnich, Professor of Philosophy and Women's Studies, University of North Carolina.
- 3. The all-conference discussions about research issues and questions.** Group discussions on each topic follow the panel and allow for more focused critique and discussion. A range of

educational leaders are invited in advance to attend the session. Participants generate questions via a worksheet, and review, critique, expand, and improve the pre-conference questions in discussion. Experts on the topic serve as leaders and synthesizers in each group. Thus, discussion among the Forum leadership, panel members, conference presenters, specially invited participants and other members of the audience occurs. Following the session, two Forum leaders edit and integrate questions from topic group syntheses and individual worksheets for a final agenda. In 1991, 220 persons attended this session. Of these, 141 participated in the topic groups, for a two-session total of 209 individual contributions to the final agenda.

4. **The research agenda.** Thus, AAHE's annual research agenda is a timely, collaborative product of interactive, on-the-spot discussion. It is another way of knowing about the professional interests of a wide range of educators. The research agenda is created through a process that captures and articulates the informal conversation that occurs at AAHE meetings about what should be researched. It involves conference presenters who generate research questions on emerging topics in higher education, elicit questions from their colleagues, and then synthesize all questions. Dissemination and discussion of the agenda with researchers follows.
5. **Dissemination.** The agenda is disseminated to all contributors; a participant list is attached. Advisors to the Research Forum process and heads of other associations/groups in higher education also receive the agenda. The history and rationale for the American Association for Higher Education Research Forum and the 1986 Research Agenda are described in M. Mentkowski and A. W. Chickering, *Linking Educators and Researchers in Setting a Research Agenda for Undergraduate Education*, *The Review of Higher Education*, 1988, 11(2), 137–160. The 1987 agenda, *The Classroom Researcher's Research Agenda*; the 1988 agenda, *A Research Agenda in Support of Our Highest Calling*; the 1989 agenda, *Improving the Odds for Student Achievement: A Research Agenda*; the 1990 agenda *The Future of the Professoriate: A Look in the Mirror*; and the 1991 agenda, *Achieving the Promise in Diversity: A Research Agenda to Inform the Issues* are available from Marcia Mentkowski, Alverno College, 3401 South 39th Street, P.O. Box 343922, Milwaukee, WI 53234-3922, Phone: (414) 382-6263.

1991 RESEARCH FORUM LEADERS

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THE PROFESSORiate

What is the meaning of teaching, research, inquiry and scholarship in our continuing discussions of the New American Scholar? What is a collegial profession? What are faculty responsibilities to the collegium vs. responsibilities to themselves as individuals, or members of a profession? How do faculty reconcile their public and private lives, as more and more faculty have multiple roles, and more responsibility for childrearing? How do faculty partial out their lives?

Who does have responsibility for teaching? The individual instructor? The faculty as a group? How is that responsibility best exercised? Faculty share responsibility for the university as an organization. To what degree? And how do we define the service component of the faculty role? Is community action a responsibility of the university, or is it a goal? How is it best realized? What are the incentive systems that operate to encourage faculty teaching and service?

On Preparation and Recruitment of Faculty

What models can graduate school preparation adopt that broaden training beyond a narrow focus on research scholarship? At what point does someone “decide” to enter the professoriate? Does this differ by discipline?

What preparation in the role should be provided at each educational level?

How can models of alternative scholarship gain greater attention?

Assuming there is a need to diversify the faculty, what does a *current* faculty look for in new faculty?

What are the backgrounds of today’s faculty? Of today’s junior faculty? What are the sources of their aspirations and interests?

How can faculty be helped to develop mindsets that include students as partners in learning? e.g., concerning ownership of the classroom and hierarchy of relationship with students.

What do faculty need to be able to make connections beyond their disciplines?

How can findings from K–12 research in cooperative learning be make more accessible to college-level faculty? How might the findings influence college faculty to adopt such practices?

On Institutional Support for Teaching

What is *actually* done to integrate new faculty members into a department and an institution? What processes create a climate in the department that focuses faculty members on the needs of the student?

What role does institutional mission play in developing a set of expectations for faculty members?

With a new generation of faculty being hired, should there be efforts to deliberately shape the culture they will enter-or have them learn the existing culture?

What is current practice in giving faculty members some guidelines on dealing with pedagogical issues related to their teaching? What other practices would be more effective in producing faculty who are good teachers?

What is the institutional role to ensure faculty can play their roles effectively? What do faculty say they need for support from their institutions? To what extent does the institution provide this?

On Institutional Support for Scholarship

What will be the criteria for excellence in new forms of scholarship? How can pay and reward structures serve this purpose?

To what extent do university administrators take advantage of disciplinary expertise when formulating policies?

How do faculty and administrators currently view scholarship and how do they react to Boyer and Rice's proposed four categories? What process will enhance acceptance?

How do we investigate a "cultural revolution" that encourages more inter-disciplinary, multi-disciplinary work, collaboration, and more balance between teaching and research?

On Research about Faculty

What can we learn from research on professors who are acknowledged as good teachers? What in fact do they know? Does that make the difference?

What can we learn from research on good teaching at the elementary/secondary level?

Can "misconceptions" research be applied to faculty and administrators about the faculty role? How can all parties move past these misconceptions?

What is the impact of increasing numbers of women and people of color on the institution?

What are the experiences of minority faculty as they progress through the ranks (i.e., their experiences, difficulties, progress)? Are their experiences different by institutional type?

On Responding to Diversity

How is an institution's responsiveness to diversity affected when retrenchment occurs? How can institutions implement systems to bring diversity into the curriculum? Into the faculty? What is the relationship between institutional type and resistance to diversity?

How can “older” faculty be aided in the transition into a multicultural campus? How do minority faculty preserve their cultural identity once they become part of the academy? To what extent do current faculty act as if “different” is “less than equal” to the status quo?

How can teaching for diversity be motivated and rewarded? What is the role of individuality in a culturally diverse campus? How can it be maintained?

TEACHING TO STUDENT LEARNING DIFFERENCES AND FOR DIVERSITY

Educators are increasingly aware of the value of teaching to student learning, particularly to learning styles, abilities, and orientation to learning. The concept of diversity adds complex dimensions to an already complex matter. How do differences in gender, race, ethnicity, and culture lead to diversity in learning styles, strategies, preferences, and cultural mannerisms in the classroom? To what degree do observed differences reflect fundamental differences in how students construct meaning, process information, and think about learning? Where do the categories “go wrong,” and lead people down negative paths in resolving issues? Are faculty dealing with an expanded set of individual differences because a broader range of students attend college today? Or are there stable and convincing differences in ways of learning? What do we need to know to create a more complex understanding of human potential? What are the implications for creating a multicultural classroom?

Educators are also clarifying the goal of teaching for diversity. What are the elements of diversity that need to be attended to in the teaching-learning context? Which ones make a difference for effective education and learning outcomes? What do we need to know about gender differences to become skilled in responding to them in the classroom? What areas for additional research would help us better understand student differences and their implications for teaching and learning? How are various dimensions of individual differences interrelated? What are the research questions around teaching for diversity? How does this relate to curricular diversity? What about institutional leadership and support for diversity?

On the Nature of Difference

What student differences are most significant and important to respond to?

What student differences are really “*preferences*;” Is this a more constructive way to respond to or think about difference? What are differences and commonalities among student preferences?

How best can we define diversity in positive, non-reductive ways? What are learning manners? How are these interpreted?

On Students

How is diversity perceived by students? What are their reactions? How do they define cultural diversity?

How should student abilities be addressed in a common/core curriculum? What is the role of student prior knowledge, experiences?

What does it take to help minority students make a transition to college? What is the appropriate mesh for effective inclusiveness of minorities?

What is the relationship between student retention and cultural diversity in the classroom?

On Curriculum and Teaching to Diversity

How do we measure the effects of our efforts to teach to diversity? How do we know it works?

How can we support the development of commonalities that allow us to work together across our differences?

How do we teach in an inclusive way? Inclusive of what?

What is the desired balance between diversity and common ground in the classroom?

In our teaching, how can we work simultaneously with different levels of difference? (i.e. individual psychological differences: learning style, cognitive development; cultural, ethnic, social status differences)?

How can we best respond to each person as representing a matrix of differences (gender, ethnicity, class, student status, age, etc.)?

How can we avoid single category stereotyping? build toward multiple perspectives each individual represents?

What is an “inclusive” pedagogy re student diversity?

How did the curriculum come to be an exclusive curriculum? How do we shape courses and curricula to be more inclusive? What are the historical and demographic facts that shape course construction, de-construction, and reconstruction of curriculum?

What elements mediate between what students know (and bring to the classroom) and the course itself?

What knowledge of history/culture is necessary for effective teaching?

On Approaches to Diversity

What approaches to student differences have been constructive and positive in their outcomes? Where are the success stories, and what can we learn from them?

What pedagogical practices and support structures help cultivate positive experiences with diversity among students?

How might bridging academic and out-of-classroom experiences increase students' awareness and appreciation of diversity? e.g., multi-cultural residence halls, service-learning projects, semester abroad.

What approaches to student differences are counterproductive, contributing to more conflict or less learning?

How do we develop individuals with multicultural competence so they function well in a multicultural environment? Is this possible? desirable? at what cost?

Does having a diverse faculty to respond to student diversity make a difference? What are the effects?

How does an institution's approach to its diverse student populations shape student experiences in the institution?

How do we redefine our approach to "redefining pedagogy and curriculum" *if you* cannot assume any stable differences?

How does the institution's approach to race influence the distribution of under-represented groups in majors?

How do we move from a "civil rights" paradigm of diversity to one which addresses the variety of cultures represented by new immigration patterns?

What are appropriate ways to measure the impact of specific elements of diversity in the classroom (e.g., intergenerational classrooms)?

How can community action projects serve as a vehicle for promoting positive experiences with diversity among students?

What partnerships might community colleges and high schools form in teaching and learning about cultural diversity?

On Faculty Development for Diversity

How can faculty develop a sense of responsibility and ownership for responding to diversity?

How can concepts of ways of knowing help faculty develop their own teaching/learning skills concerning diversity?

How can faculty develop greater awareness of their own learning/teaching styles and cultural backgrounds?

How can faculty be supported to respect the diversity of their students?

How can we support an attitude shift from teaching facts to students, to learning *with* students?

What knowledges, sensibilities, and skills are needed to teach diversity? What kinds of faculty development are effective?

On Institutional Change and Support for Diversity

What structural or institutional changes are necessary to develop an effective educational response to student diversity?

Should there be explicit institutional goals for diversity within the student body, the faculty, the administration?

What impact do institutional assumptions and structures about retention, hiring, assessment, teaching, and student services have on student learning?

How do questions of diversity differ on different types of campuses? What are the different concerns and policies which reflect those differences?

What are the conditions that need to be changed? How do we change structural conditions? How do we move away from viewing teachers as the primary change agents?

What is known about departments which produce large numbers of minority majors and graduates? How do we unpack the structural issues-the other agents and factors on campus operating on behalf of minorities?

How do we systematically examine institutions' encounters with minority entrants? How do we evoke change in those institutions which have experienced/evoked little change thus far?

To what degree can this conference assist those institutions which have not yet broached issues of diversity?

How do we link up diverse discourses in the institution (both academic and administrative) with the discourse of diversity in student groups?

How do college personnel hired to "deal with" diversity interact with diverse student groups who enter the institution?

How best do we build a climate of support for diversity?

What institutional assumptions and structures affect diversity as seen in assessments, teaching, retention, student programming, hiring, and so on?

What changes need to be made in the educational system to reverse the trend of minority students "giving up" by third grade?

What forms of racial self-segregation should institutions support? What types of integration should it require or encourage?

What are our assumptions about the mission of colleges and universities in relation to diversity?

What happens to female and minority faculty as they enter the university?

CONFLICT ON CAMPUS

Conflict among positions and perspectives is a central element in theories of college learning and development; conflict can serve as an important catalyst. Multiple perspectives are fundamental to the meaning of the liberal arts. As conflict stemming from difficult dialogues engages students in class and on campus, what is the role of the teacher and student in conflict generation and resolution? When is conflict “bad” or “good?”

What levels of conflict are appropriate and how does level interact with loci of conflict? In the mind, classroom, interaction, dorm, campus bar? Where is it constructive and where not?

We may need to redefine challenge and support modes for diverse students. What is challenging for one student may not be so for another; the same for support. How do we sort out positive conflict that enhances learning and social commitment from that which tears at self-respect and respect for others in the classroom and on campus? How do we facilitate it? To what degree should classroom debates reflect campus debates?

What kinds of institutional support do we need to develop a moral atmosphere on campus? How does an institution deal with conflicting values and still maintain itself as a learning community? In issues related to creating a campus atmosphere, to what extent are we dealing with issues of race and ethnicity? With bigotry and hatred? How might prior learning opportunities, and cultural mannerisms, become a support to campus-wide debates? What does it mean to create a multicultural campus?

On Conflict Resolution

What are students learning inadvertently from how the institution models conflict resolution?

How should conflict resolution be taught within the context of many cultural differences?

What are the distinctions between exploring, managing, and resolving conflict?

What factors inhibit and promote effective leadership in dealing with conflict throughout the campus? by administrators? by students? by faculty? by staff?

What can we learn from various conflict resolution and managerial models?

How do we understand, learn from, and give support to the larger community in which institutions exist?

On Fostering Productive Conflict

How do we foster productive conflict and diminish destructive conflict? What are the most effective institutional strategies and structures to achieve this end?

What enables more voices to be heard? More understanding across differences?

On the Effectiveness of Multicultural Requirements

How do we address the effectiveness of multicultural requirements, taking into account the impact of external factors (e.g., media)?

How have student values and beliefs changed as a result of multicultural requirements?

What influence does an integrated women's studies program have on the nature of gender conflict or discrimination and harassment on campus?

On Campus Power and Process

How is power and control defined within various campus communities? How have power and control been used to keep certain groups in subordinate roles?

How does the university institute a process to resolve inappropriate behaviors on campus? How do we best deal with the lack of consequences for faculty and students who engage in negative racist behaviors or other types of aberrant behaviors?

How do we build in systematic support for faculty and students to entertain questions and activities that are not components of traditional roles?

What should be the balance between prescriptive policies and first amendment rights?

What should be the role of the media in reporting campus conflicts?

On Learning Experiences

What kind of learning experiences help people to better understand one another?

How best are learning experiences outside the classroom translated into the classroom?

How best are students' experiences in-service (in communities) best integrated across the curriculum?

How effective is the integration of multicultural education into the freshman seminar and similar learning experiences?

How can we ensure that institutions provide learning experiences for students which are consistent with stated values and principles in *all* aspects of university life?

On Diversity

How do we construct, identify and figure out the new social mores (ceremonies, rituals, patterns of communication)?

What do faculty feel they need in order to teach to issues of diversity/pluralism?

What enables raising issues/questions of difference with sensitivity in classroom/curriculum? in other institutional settings?

How do we celebrate differences and yet identify the unity and elements of community within the academy?

How can we make use of universal applications of various cultural, racial, ethnic, etc. groups?

CURRICULAR DEBATE: COMMON CULTURE, COCURRICULUM AND INCLUSIVENESS

The challenges of creating a multicultural learning environment raise some fundamental questions about the role of curriculum and the very essence of knowledge. What is the metaphor: core? conversation? menu? Important current debates concern adhering to a core/common curriculum, or incorporating key perspectives (e.g. gender, race, and class) across the curriculum, and including multicultural perspectives.

What is the role of non-western studies? What are epistemological and/or ideological branches to this question and how does it shape curriculum?

If we pay serious attention to differences within our borders and globally-to the multitude of perspectives and knowledge this can entail-we need to rethink the extent to which the knowledge we teach is stable or temporary. The curriculum can help diverse people understand or appreciate the complexity of the worlds in which we now live. But we also need to understand that changes and evolutions in the world may well redefine and reshape what we once understood to be true. Thus, the curriculum becomes a purposefully evolving series of “temporary understandings.” What is temporary vs. long-lasting knowledge? What is really knowable?

On Metaphors

Is “Gumbo Ya Ya” (everyone is talking at the same time and everyone can hear and understand all the voices simultaneously) a compelling metaphor for the curriculum?

On Ideology and Models

What is the desired balance/emphasis in the curriculum between teaching toward diversity or toward unity?

Is the unified core a myth? Should we strive for teaching a unified, whole curriculum?

What are the relationships among pluralism, diversity, and multiculturalism?

How can concepts such as integration, cooperation, and communication help to guide and enhance interaction among different groups?

How do our own models of the world influence our perspectives on unity and diversity? our choices of what we teach and our methodology for approaching the topic?

Is there a sex/race/class ontology that governs what we think we ought to teach? How does such an ontology govern our behavior?

How can the paradigm of interconnectivity be useful in the unity vs. diversity debate? i.e., can diversity be taught through connections? can unity be taught through differences?

Can technology help us to create unity by reducing attention to external differences? What is the potential of technology to help equalize differences? To create them? To interact based on our feelings?

How do we deal with the issue of access to technology for diverse groups?

On Knowledge

How do “temporary understandings” affect our own sense of who we are and what we do as teachers?

How public should we make our temporary understandings to students?

How do students respond when teachers acknowledge that their own knowledge base is shifting, in transition?

How intentionally/deliberately are knowledge areas changed in the curriculum? by what processes of reflection?

What disciplines best exemplify the theme of diversity as integral to the curriculum?

On Teaching and Learning

What is the role of non-western studies? of western studies?

What is the role of the student in shaping what is taught?

How do we involve students in the development of the curriculum?

How can we help students use their experiences as a base to work through a multicultural curriculum?

What is being taught in other countries? How? With what results?

How might curricular and community service best be linked to promote understanding and appreciation of diversity?

In what ways does cooperative learning contribute to inclusiveness?

How can we help students to move with greater ease and flexibility among the cultures that diverse voices represent?

What kinds of classrooms enable students to learn to hear many different voices at the same time?

How can we teach diversity to students who are limited in their points of view?

How can graduate students be educated to care about diversity?

How can faculty learn to teach materials that induce difficult dialogues into the classroom and beyond?

How can what we teach about multiculturalism as it relates to the larger society?

On Outcomes and Consequences

What are the successful outcomes of work on diversity? How do they come to be defined? agreed upon?

What are short term impacts of teaching for diversity? on students? on teachers?

What are long term consequences of teaching for diversity? on students? on teachers?

What is the research base to prove that multicultural approaches work? What are those approaches?

What is the role of same group/homogeneous learning environments in our increasingly multicultural world? e.g. What can we learn from the experiences of historically black colleges?

Does a particular class on ethnicity/diversity actually change students' attitudes and behaviors?

What incentives would motivate faculty to include attention to diversity as part of their course evaluations?

What are the real costs of curricular reconstruction?

What are the historical and demographic forces that influence and shape what we teach?

Are there existing models/examples of where multiplicity in thought, content, and pedagogical techniques *appear* to produce well-educated women and men?

What are the costs of moving from the "margins" of the curriculum to the "center," as it currently is perceived?

GLOBAL DIVERSITY / GLOBAL INTERDEPENDENCE

This topic brings perspective to our discussion-and expands the meaning of difference? Differences here put our own differences in perspective. What does it mean to be part of the “global learning community?” As we shape the professoriate of the future, what is our role in relation to our world colleagues? How best do we reach out to and learn from our multinational colleagues as together we problem-solve serious educational and other social issues? How do we develop ourselves as members of a world professoriate? We consult abroad, and attend international meetings. How do we prepare ourselves?

Recently, students in China demonstrated for democracy. Students in Paris demonstrated for a better education. So did students in D.C. What are the implications? How best might we develop learning and teaching in relation to higher education global issues? How do we prepare students for global citizenship?

On Students

How can students learn about cultures in their own locales rather than across oceans? How can internships in local subcultures “teach” students to understand global differences? to be an entry point into global awareness?

What opportunities enable total immersion in another culture and challenge basic student assumptions?

What goes into conceptualizing a global experience so that students can really attain this perspective?

How can we measure the impact of students’ experience in other cultures? Can we replicate experiential gains closer to home?

On Faculty

How can we as faculty best understand different learning styles/cultures of students we already have?

How can we as faculty sensitize and educate ourselves as learners on the issues that will confront our students as world citizens?

How do we teach about other cultures without reinforcing stereotypes or nation-state boundaries and limitations?

How do we recognize and teach about multi-ethnicity in other cultures?

What are characteristics of the world professoriate? What are the meanings, dimensions, and structures of the role that lead to success?

Faculty, on whose shoulders curricular development falls, went to graduate school when a global perspective was not as significant. How can we as faculty get up to speed? become

motivated to develop a more global perspective? use sabbaticals or other ways as an entry into global awareness?

On Internationalizing Curriculum

How can we achieve global diversity within the curriculum? What is the motivation for internationalizing the curriculum?

What are the curriculum development issues in creating global interdependence in terms of peace, environment and diversity?

What role do colleges have in partnerships with various cultures? How can community service further these goals?

How can graduate students, who will be the next generation of faculty, become more aware of needs for global diversity and global study in the curriculum?

How long is this going to take?

Will the next generation of college students be globally aware?

What can we learn from the Erasmus European model of education?

How have the military services prepared personnel for experience in different cultures? How effective has been the preparation?

On Structuring Learning

What is actually going on in multicultural exchanges? Who is doing what? What are the opportunities for consortium relationships?

What is the conceptual framework for service-learning, whether its is experience in another neighborhood or another country?

What are successful programs and what are the elements that encourage success? How can we tell?

How do we ensure that all of these questions are also asked about community college students and faculty? How best do we include part-time, low-income, and isolated students who tend not to be participants in college activities, including college-sponsored research?

How can this issue, that needs to be dealt with across disciplines and across universities, be dealt with when higher education is not organized to do so?

Can we interchange study of/in a subculture with study of/in other cultures, countries? If we can, does confronting global diversity become more practical?

Is there a developmental sequence here? Do students have to be appreciative before they can understand interdependence, or does it actually work the other way?

How can we generate curiosity about other cultures through experiences at very early ages? What are the teachable moments in our own culture that can lead to cultural awareness (e.g., the Persian Gulf)?

What is the proper preparation and reflection for students and faculty alike, for the experience of another culture, whether across town or across the ocean, in order to investigate effects on knowledge and attitudes?

On Our “National” Perspective

How does American higher education handle diversity in comparison with other systems?

How do we reach out successfully to other cultures? How does our compartmentalizing shape opportunities to learn from each other?

Subcultures must be secure to open up to majority culture. Why and when will they? Why take the risk?

How can immersion in another culture be done as a partnership so that it isn't just a laboratory for the majority culture?

Higher education may be dealing with globalization in such an abstract way that it ignores ways other institutions do business and politics. What can we learn from these institutions?

How do we begin to make the leap from merely being understanding about diversity of other cultures to recognizing crucial interdependence issues?

What would a world university mean for higher education? How could we achieve this? If we do things a new way, how do we answer the quality questions?

Multiculturalism, global diversity studies-toward what end?

What are we working towards-understanding of geography, of other nations/cultures? For what purpose?

TOWARD DIVERSITY IN RESEARCH METHOD

Debates in the social science literature around appropriate methods stem from feminist critique, post-positivism, social constructionism, critical theory, and other emerging paradigms for conducting research, evaluation, and assessment. What are the elements of these emerging paradigms, and how might they inform our ability to respond to the kinds of questions we are creating in the research agenda? How do we need to change? What do we need to consider? Are there really new paradigms? If so, what is their history? Are new paradigms coming about because we can't address today's questions, or because of them?

Examining minority experiences in teaching and learning environments informs us in ways that aggregate student studies do not. In short, gross generalizations from research on teaching and learning may mask, slight or ignore student diversity. How do we refocus research methods so they match the purposes of studies on diversity?

On Research Questions

How might agendas become more focused?

What kinds of research findings have made a difference in the past?

How can individual, personal questions be included in the questions that are posed?

What constitutes a break-through research study and when is confirmatory research needed? when is it redundant?

How might we influence research to focus on factors that contribute to or inhibit success rather than on flaws and afflictions?

How might we incorporate feminist perspectives to raise new questions previously ignored?

What new ethical questions have been raised as a result of new research about diversity and diverse research methods?

On New Methods

What breakthrough research has been done in the last two years that can inform our methods?

How best can we reflect our emerging knowledge about diversity in our research methods?

What new research methodologies allow us to put individual data into an institutional context?

What new research methods around student learning issues are needed that consider institutional context, environment, race, class, gender and ethnic differences?

How can we develop multiple, collaborative research methods between the humanities and social sciences?

What research methods are appropriate for establishing links between teaching and learning that are based in the classroom and conducted by teachers themselves (practitioner-based research)? What is the place of action research within an institution?

What is, should be, the relationship between the new and old research methods?

How can we demystify research methodologies to make them more accessible to more diverse groups?

On Disaggregating Data

How do we design research so that findings do not treat institutions as monoliths and individuals as masses?

How do we generate data that does not focus exclusively on student responsibilities to the exclusion of institutional responsibilities?

How can we collaborate and integrate research done on discrete historically ignored or invisible groups and subjects in order to generate a more powerful and inclusive analysis?

On Interdisciplinary Research

What are relationships between epistemology and method?

When teams of faculty across disciplines focus on salient research questions, more diverse methods can be applied. How can we develop broad interdisciplinary research programs in ways that are compelling to researchers from a range of disciplines?

Is it meaningful to focus on the diversity of the researcher? How might we articulate higher education research agendas in ways that attract researchers from all disciplines to the questions? How can AAHE encourage new researchers and new research methodologies in higher education?

On Teaching and Research

How do we bridge the gap between research at the graduate level and teaching at the undergraduate level? from K–12?

How do we incorporate research findings and teaching practices?

What methods simultaneously establish institutional accountability and respect faculty academic freedom?

On Researcher Responsibilities

What are the responsibilities of the researcher to extend method beyond one's discipline? to extend methods to nontraditional ones? To what degree is research relative to diversity characterized by "intellectual imperialism" and epistemological oppression? Ought researchers expand their theory to look at problems from an interdisciplinary perspective?

How can debates over research method be refocused toward the social responsibility of the researcher to produce socially meaningful and informative research?

INVITATIONAL PRE-CONFERENCE SESSION

Clifford Adelman
U.S. Department of
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Armando Arias, Jr.
Texas A & I University

***Helen S. Astin**
University of California-
Los Angeles

***Ann E. Austin**
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