

Higher, Adult, and Lifelong Education Dissertation Abstracts 2008

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STUDENT ATTITUDES TOWARD AFFIRMATIVE ACTION IN COLLEGE ADMISSIONS AND RACIAL DIVERSITY BEFORE AND AFTER PROPOSITION 209

ABSTRACT

Using a sample of California four-year college freshmen, this study examines attitudes toward affirmative action in college admissions and racial diversity before and after the passage of Proposition 209 in California. The results showed an increase in support for affirmative action in college admissions, but less concern for racial diversity from 1996 to 2000. Attitudes toward affirmative action and racial diversity were less polarized in 2000 than in 1996. Whites and Asian-American students were more opposed to affirmative action in college admissions than African-American or Hispanic/Latino students. Women and those with more liberal political ideologies were more likely to support affirmative action in college admissions and were more concerned about racial diversity. Regression analyses was included to show how the factors used to predict attitudes toward affirmative action in college admissions and racial diversity changed from 1996 to 2000.

RAEHEL ELIZABETH NAN GERMAN, 2008

ADVANTAGED BY THE CHALLENGES: LIFE HISTORIES OF HIGH ACHIEVING FIRST GENERATION COLLEGE WOMEN OF COLOR

ABSTRACT

This study of the academic life histories of four high achieving first generation college women of color at a predominantly White Midwestern university explored factors in the formative and collegiate educational experiences that have led to the women's exceptional academic success. The questions that provided direction for the research were: (a) What are the defining moments in the pre-college and college experiences of gifted first generation college women of color? (b) What facilitates or provides an obstacle to high achieving women in the pre-college years and while in college? (c) To what or whom do high achieving first generation women of color attribute their academic success and finally, (4) What are some interventions that could serve as catalysts to enable the positive academic identity development of other first generation college students?

Each woman's history uniquely contributes to the discussion of ways in which early academic and non-academic challenges can fuel subsequent academic achievement. By using aspects of cultural identity and heritage, learning the language of the academy, applying lessons learned in other non-academic environments, and making decisions based on a strong internal foundation, the women's histories chronicled in this research provide a counter narrative to existing research that nearly uniformly claims the academic frailty of first generation students and students of color. Family, school, and peer support are cited as critical to the success of the young women but their influence is moderated by each student's internal drive and ability to make independent decisions. As such, the women show signs of self-authorship as they make meaning of their school experiences and academic paths.

Findings suggest that middle school interventions, intensive secondary school relationships with teachers and administrators, college enrichment programs and the peer relationships they foster may be particularly facilitative of academic success for these talented young women. The life histories presented are instructive regarding how a student can build and negotiate a positive academic identity development during their K-16 school career without the benefit of having an immediate family member who is personally familiar with what it is like to attend college. They also suggest strategies for educational institutions and practitioners seeking to improve the school experiences for first generation college women of color.

PHILLIP DOUGLAS CHAPMAN, 2008

THE WHOLE GOSPEL FOR THE WHOLE WORLD: A HISTORY OF THE BIBLE SCHOOL MOVEMENT WITHIN AMERICAN PENTECOSTALISM, 1880-1920

ABSTRACT

The Bible School Movement in the United States was born in 1882 out of a desire to train lay workers for missionary service because traditional institutions of higher education were not providing graduates in sufficient numbers to meet the pressing need for home and foreign missions. Several important religious ideals, including the doctrines of holiness, sanctification, Holy Spirit baptism, divine healing, and a belief in the imminent return of Jesus Christ (which would only take place when the whole world had been evangelized), coalesced in the mid-nineteenth century and resulted in the emergence of this movement. The visionary example of Albert Benjamin Simpson, founder of the Missionary Training College in New York City, resulted in the establishment of dozens of similar Bible schools across the country to provide practical ministry training for both men and women who became active participants in global evangelization. The outpouring of the Holy Spirit, evidenced by speaking in other tongues, at a Topeka, Kansas Bible School in 1901 and the subsequent national revival that followed led to the establishment of at least two dozen additional Bible Schools and Missionary Training Institutes that specifically embraced the Pentecostal experience. Leaders of these schools were instrumental in defining Pentecostal doctrine, conducting Pentecostal camp meetings, planting Pentecostal churches, establishing Pentecostal associations, and training Pentecostal missionaries and ministers. This qualitative dissertation, employing archival research methodologies, examines the emergence of the Pentecostal Bible School movement from 1880 to 1920 by exploring its origins, its founders and leaders, its common features, and its contributions to the global expansion of Pentecostalism in the first two decades of the twentieth century.

KATHRYN C. KING, 2008

UNDERPREPARED COMMUNITY COLLEGE STUDENTS: THE ROLE OF ACADEMIC SELF-CONCEPT AND SENSE OF BELONGING IN DEVELOPMENTAL EDUCATION

ABSTRACT

The purpose of the current study was to explore the relationship between academic self-concept and sense of belonging in the final course grade of students in a developmental English course. In order to investigate this potential relationship the following research question was explored: what is the relative importance of psychosocial achievement characteristics (i.e., sense of belonging and academic self-concept) and demographic variables in the final course grade of a developmental education English course at the community college? Participants included 284 community college students enrolled in Developmental English courses at a rural community college in the Midwest. The study used an academic self-concept instrument and sense of belonging instrument. The survey also included demographic variables that were included as control variables in the study.

In order to investigate the central research question, a hierarchical multiple regression procedure was utilized to determine the amount of variance explained by the psychosocial characteristics. Results suggested that the overall model was statistically significant, but only explained a small amount of the total variance in the final course grade. In addition, the multiple regression procedure was used to investigate the contribution that psychosocial achievement characteristics and selected demographics contributed to the model of developmental education final course grade. Academic and general self-concept were positive and significant predictors of students' final course grade. Unexpectedly, verbal and problem solving self-concept were negative and significant predictors of final course grade. Lastly, sense of belonging and the demographic variables included did not make a significant contribution to the final course grade.

ILDIKO PORTER-SZUCS, 2008

***IN LOCO MATERNIS:*
RECENT MA TESOL GRADUATES SPEAK FROM COMMUNITY COLLEGE ESL
CLASSROOMS**

ABSTRACT

This investigation focuses on recent graduates of MA TESOL programs, exploring how they fare in community college classrooms and what implications this has for their graduate preparation. I draw upon an online survey, in-person interviews, and a variety of documents in order to explore the gender dynamics of ESL training and teaching. I posit a tension between (on the one hand) the community college ESL faculty, who construct themselves, their backgrounds, and their students using categories typically characterized as feminine, and (on the other hand) their TESOL programs, which they construct using masculinized terms. The ESL teachers view their role as *in loco maternas*, but the training programs prepare them in a way they perceive as masculine. The gendered lenses structure the disparate worlds of native-English-speaking ESL teachers and their teacher trainers.

ROZMINA AKBARALI JAFFER, 2008

DIVERSITY IN HIGHER EDUCATION: HIRING POLICIES AND PRACTICES TO DIVERSIFY FACULTY IN THE COLLEGE OF AGRICULTURE AT A MIDWESTERN UNIVERSITY

ABSTRACT

As the nation experiences a major shift in demographics, higher education institutions are faced with the need to increase diversity on college and university campuses to better serve today's student population. Consequently, universities have a greater sense of urgency to diversify their faculties and achieve an all-inclusive campus environment. Universities generally support and believe that diversity better serves the needs of today's demographically different student population. However, despite the general support for an increase in minority faculty, progress has been slow, suggesting persistent challenges. One explanation for such slow progress is the culture and climate that is resistant to change in embracing diversity. Consequently, the problem is that diversification of faculty continues to be a challenge. Though there is significant research about many obstacles faced by faculty of color and women in higher education, there is a dearth of studies examining personnel practices at the department level in the context of espoused theories of the university in support of diversity. Therefore, the purpose of this study is to explore factors that inhibit or enhance the hiring of the tenure-track faculty workforce at a Midwestern university. This study emerges from two previous studies implemented at the College of Agriculture and Natural Resources at a Midwestern university. Through the use of a qualitative case-study approach, open-ended and semistructured interviews were conducted with search-committees members and administrators, followed by a focus group. A review of university archival documents and hiring policies provided background information. This study provides "best practices" for policy recommendations to improve the hiring of tenure-track faculty.

The findings revealed several factors that inhibit or enhance the hiring of tenure-track diverse faculty in the college: (a) Minority faculty and women feel a lack of support for success, feel isolated, and believe their work is devalued or marginalized, thus leading to the feeling that the climate is "chilly" and unwelcoming in the college; (b) ineffective "mechanical" hiring policies and practices continue to challenge diversification of the faculty in the college; (c) top leadership support is lacking for a diversified campus; and (d) members of the search committee lack training in understanding hiring policies and practices or affirmative-action programs, and therefore myths continue to erode efforts to create a diversified faculty pool. The results of this study highlight the impact on the ban of affirmative-action programs in the state and the continued struggle minorities and women experience in higher education institutions. Little research in the area of tenure-track faculty recruitment and search committees has been conducted; therefore, this study is important, as it is unique in the state.