

PERSPECTIVES ON DIVERSE STUDENT IDENTITIES IN HIGHER EDUCATION

International Perspectives
on Equity and Inclusion

Edited by Jaimie Hoffman, Patrick Blessinger
and Mandla Makhanya

INNOVATIONS IN HIGHER
EDUCATION TEACHING AND LEARNING

VOLUME 14

PERSPECTIVES ON DIVERSE
STUDENT IDENTITIES IN HIGHER
EDUCATION

INNOVATIONS IN HIGHER EDUCATION TEACHING AND LEARNING

Series Editor: Patrick Blessinger

Recent Volumes:

- Volume 1: Inquiry-Based Learning for Faculty and Institutional Development: A Conceptual and Practical Resource for Educators – Edited by John M. Carfora and Patrick Blessinger
- Volume 2: Inquiry-Based Learning for the Arts, Humanities, and Social Sciences: A Conceptual and Practical Resource for Educators – Edited by Patrick Blessinger and John M. Carfora
- Volume 3: Inquiry-Based Learning for Multidisciplinary Programs: A Conceptual and Practical Resource for Educators – Edited by Patrick Blessinger and John M. Carfora
- Volume 4: Inquiry-Based Learning for Science, Technology, Engineering, and Math (STEM) Programs: A Conceptual and Practical Resource for Educators – Edited by Patrick Blessinger and John M. Carfora
- Volume 5: University Partnerships for Community and School System Development – Edited by Barbara Cozza and Patrick Blessinger
- Volume 6: Emerging Directions in Doctoral Education – Edited by Patrick Blessinger and Denise Stockley
- Volume 7: University Partnerships for Academic Programs and Professional Development
- Volume 8: University Partnerships for International Development
- Volume 9: Engaging Dissonance
- Volume 10: University Partnerships for Pre-Service and Teacher Development
- Volume 11: Refugee Education: Integration and Acceptance of Refugees in Mainstream Society
- Volume 12: Contexts for Diversity and Gender Identities in Higher Education: International Perspectives on Equity and Inclusion – Edited by Jaimie Hoffman, Patrick Blessinger and Mandla Makhanya
- Volume 13: Strategies, Policies, and Directions for Refugee Education – Edited by Enakshi Sengupta and Patrick Blessinger

INNOVATIONS IN HIGHER EDUCATION TEACHING
AND LEARNING VOLUME 14

**PERSPECTIVES ON DIVERSE
STUDENT IDENTITIES IN HIGHER
EDUCATION: INTERNATIONAL
PERSPECTIVES ON EQUITY AND
INCLUSION**

EDITED BY

JAIMIE HOFFMAN

*University of Wisconsin La Crosse, USA
Noodle Partners, USA*

PATRICK BLESSINGER

*International HETL Association, USA
St. John's University, USA*

MANDLA MAKHANYA

University of South Africa, South Africa

Created in partnership with the
International Higher Education Teaching and
Learning Association



**Higher Education
Teaching & Learning**

<https://www.hetl.org/>



**emerald
PUBLISHING**

United Kingdom – North America – Japan
India – Malaysia – China

Emerald Publishing Limited
Howard House, Wagon Lane, Bingley BD16 1WA, UK

First edition 2019

Copyright © 2019 Emerald Publishing Limited

Reprints and permissions service

Contact: permissions@emeraldinsight.com

No part of this book may be reproduced, stored in a retrieval system, transmitted in any form or by any means electronic, mechanical, photocopying, recording or otherwise without either the prior written permission of the publisher or a licence permitting restricted copying issued in the UK by The Copyright Licensing Agency and in the USA by The Copyright Clearance Center. Any opinions expressed in the chapters are those of the authors. Whilst Emerald makes every effort to ensure the quality and accuracy of its content, Emerald makes no representation implied or otherwise, as to the chapters' suitability and application and disclaims any warranties, express or implied, to their use.

British Library Cataloguing in Publication Data

A catalogue record for this book is available from the British Library

ISBN: 978-1-78756-053-6 (Print)

ISBN: 978-1-78756-052-9 (Online)

ISBN: 978-1-78756-054-3 (Epub)

ISSN: 2055-3641 (Series)



ISOQAR certified
Management System,
awarded to Emerald
for adherence to
Environmental
standard
ISO 14001:2004.

Certificate Number 1985
ISO 14001



INVESTOR IN PEOPLE

CONTENTS

<i>List of Contributors</i>	vii
<i>Series Editor's Introduction</i>	ix
Introduction to Perspectives on Diverse Student Identities in Higher Education <i>Patrick Blessinger, Jaimie Hoffman and Mandla Makhanya</i>	1
Chapter 1 Accessibility and Acceptance for University Students with Diverse Abilities <i>Naomi Jeffery Petersen and Sandra J. Gruberg</i>	13
Chapter 2 Assisting Student Veterans with Hidden Wounds: Evaluating Student Support in US Higher Education <i>Christopher Linski</i>	29
Chapter 3 The United States Military Veteran: A Look at their College Experience and Equitable and Inclusionary Practices <i>Catherine Ward</i>	47
Chapter 4 “They Say They Value Diversity, But I Don’t See It”: Academic and Social Experiences of First Generation Latinx Students at a Predominately White Midwest Institution <i>Carla Gonzalez, Jessica Graber, Diana Galvez and Leslie Ann Locke</i>	61
Chapter 5 The Influence of Socioeconomic Status on Perceptions of Persistence among African American Students at Major US Universities <i>Shakoor Ward and Keith B. Wilson</i>	75
Chapter 6 EYES Theory: A Proposed Racialization and Developmental Identity Model for Understanding Concepts of Race for International Students of Color Studying in US Higher Education Institutions <i>HyeJin Tina Yeo, Malaika McKee and William Trent</i>	95

Chapter 7 Failure Can Lead to Success When Remediation Builds Resiliency: How Struggling International Medical Students Gain Entry into US Graduate Medical Education Programs <i>Pamela O'Callaghan, Maureen P. M. Hall, Laura N. Cobb and Melanie Jacobson</i>	113
Chapter 8 The End of Lifelong Learning – Where Have all the Mature Undergraduate Students Gone? A Literature Review and Practical Recommendations from a Case Study in England <i>Anke Twigg-Flesner</i>	129
Chapter 9 From Planning to Realization: Who Goes? Who Stops? What Matters? <i>Rashim Wadhwa</i>	147
<i>About the Authors</i>	165
<i>Name Index</i>	173
<i>Subject Index</i>	181

LIST OF CONTRIBUTORS

<i>Patrick Blessinger</i>	St. John's University and HETL Association, USA
<i>Laura N. Cobb</i>	American University of the Caribbean School of Medicine, Cupecoy, St. Maarten
<i>Diana Galvez</i>	University of Iowa, USA
<i>Carla Gonzalez</i>	University of Iowa, USA
<i>Jessica Graber</i>	University of Texas at San Antonio, USA
<i>Sandra J. Gruberg</i>	Pierce County Coalition for Developmental Disabilities, USA
<i>Maureen P. M. Hall</i>	Ross University School of Medicine, Roseau, Dominica, West Indies
<i>Jaimie Hoffman</i>	Ventura, USA
<i>Melanie Jacobson</i>	Ross University School of Medicine, Roseau, Dominica, West Indies
<i>Christopher Linski</i>	Colorado Technical University, USA
<i>Leslie Ann Locke</i>	University of Iowa, USA
<i>Mandla Makhanya</i>	The University of South Africa, South Africa
<i>Malaika McKee</i>	University of Illinois, USA
<i>Pamela O'Callaghan</i>	University of South Florida, USA
<i>Naomi Jeffery Petersen</i>	Central Washington University, USA
<i>William Trent</i>	University of Illinois, USA
<i>Anke Twigg-Flesner</i>	University Centre Hartpury, UK
<i>Rashim Wadhwa</i>	Central University of Kashmir, India

<i>Catherine Ward</i>	California State University, USA
<i>Shakoor Ward</i>	Ward Room 2.0, LLC, USA
<i>Keith B. Wilson</i>	Southern Illinois University, USA
<i>HyeJin Tina Yeo</i>	University of Illinois, USA

SERIES EDITOR'S INTRODUCTION

INNOVATIONS IN HIGHER EDUCATION TEACHING AND LEARNING

The purpose of this series is to publish current research and scholarship on innovative teaching and learning practices in higher education. The series is developed around the premise that teaching and learning is more effective when instructors and students are actively and meaningfully engaged in the teaching–learning process.

The main objectives of this series are to:

- (1) present how innovative teaching and learning practices are being used in higher education institutions around the world across a wide variety of disciplines and countries,
- (2) present the latest models, theories, concepts, paradigms, and frameworks that educators should consider when adopting, implementing, assessing, and evaluating innovative teaching and learning practices, and
- (3) consider the implications of theory and practice on policy, strategy, and leadership.

This series will appeal to anyone in higher education who is involved in the teaching and learning process from any discipline, institutional type, or nationality. The volumes in this series will focus on a variety of authentic case studies and other empirical research that illustrates how educators from around the world are using innovative approaches to create more effective and meaningful learning environments.

Innovation teaching and learning is any approach, strategy, method, practice, or means that has been shown to improve, enhance, or transform the teaching–learning environment. Innovation involves doing things differently or in a novel way in order to improve outcomes. In short, innovation is a positive change. With respect to teaching and learning, innovation is the implementation of new or improved educational practices that result in improved educational and learning outcomes. This innovation can be any positive change related to teaching, curriculum, assessment, technology, or other tools, programs, policies, or processes that leads to improved educational and learning outcomes. Innovation can occur in institutional development, program development, professional development, or learning development.

The volumes in this series will not only highlight the benefits and theoretical frameworks of such innovations through authentic case studies and other empirical research but also look at the challenges and contexts associated with

implementing and assessing innovative teaching and learning practices. The volumes represent all disciplines from a wide range of national, cultural, and organizational contexts. The volumes in this series will explore a wide variety of teaching and learning topics, such as active learning, integrative learning, transformative learning, inquiry-based learning, problem-based learning, meaningful learning, blended learning, creative learning, experiential learning, lifelong and lifewide learning, global learning, learning assessment and analytics, student research, faculty and student learning communities, etc.

This series brings together distinguished scholars and educational practitioners from around the world to disseminate the latest knowledge on innovative teaching and learning scholarship and practices. The authors offer a range of disciplinary perspectives from different cultural contexts. This series provides a unique and valuable resource for instructors, administrators, and anyone interested in improving and transforming teaching and learning.

Patrick Blessinger
Founder, Executive Director, and Chief Research Scientist,
International HETL Association