



Template for Article Summary, Analysis, and Annotation

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1. **Full citation** Peña, E. V. (2014). Marginalization of published scholarship on students with disabilities in higher education journals. *Journal of College Student Development* 55(1), 30-40. Doi: 10.1353/csd.2014.0006
2. **Abstract** While numbers of students with disabilities continue to rise in postsecondary education, little is known about the extent to which the scholarship on this student population has kept pace. A critical content analysis was conducted to review articles on students with disabilities published in top-tier journals of higher education between 1990 and 2010. Topical and methodological trends and limitations were examined, revealing that the depth and breadth of research on students with disabilities is vastly limited in mainstream journals of higher education. Recommendations are made for future research to fill gaps in methodology and topic areas.
3. **Summary**
 - a. **Purpose of study** to explain the discourse of context and practices in literature about higher education researchers and practitioners since passing the Americans With Disabilities Act in 1990.
 - i. **Research questions**
 1. In what ways is research about students with disabilities represented in the four top-tier, peer-reviewed research journals of higher education, published from 1990 to 2010?
 2. How has this representation changed from 1990 to 2010?
 3. What is missing from the discourse on students with disabilities in these journals?

b. Framework





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amassing to 1% of the articles those journals published tended to roll all disabilities together

- ii. 88% of the articles about students with disabilities in top four journals published in the 1990's compared to 12% published in the 2000's
- iii. 2/3 studies quantitative data; surveys comparing students with disabilities to student without
- iv. Qualitative studies involved interviews with students or disability program staff
- v. Individual (ethnicity) and family characteristics (income) impact the level of participation in post-secondary education
- vi. Severe disabilities expressed more satisfaction with services than students with low to moderate disabilities
- vii. More stressful for students with "invisible disabilities" (learning) to request classroom accommodations
- viii. Female and religious groups more favorable attitudes toward students with disabilities
- ix. Negative attitudes from feeling "apprehensive or guilty" or "annoyed" around students with disabilities
- x. Faculty members major source of discouragement because lack of respect, confidentiality and belief students could succeed.

g. Implications

- i. No articles included ethnographic or phenomenological research designs, although some studies used differing elements of approaches (I think this point should belong to "Limitation")
- ii. Decline in research between 70's-90's is possible the effect of specialized journals focused on research pertaining to students with various disabilities
- iii. Articles organized and focus on different categories within literature:





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1. The Review of Higher Education, The Journal of Higher Education, and Research in Higher Education discuss topics covered under speaking of governance, faculty issues, policy, organized theory, and practices
 2. The Journal of College Student Development discusses topics about student-centered issues, i.e. student development and student affairs
 - iv. Incredible lack of articles published which shows that students with disabilities are totally in the periphery of educational research; “this area of inquiry is largely invisible in the most privileged sources of research”
 - v. Absence of scholarly work affects the knowledge and perspectives of researchers and educators
 - vi. Researchers should engage scholarship on students with disabilities and submit manuscripts to top peer-reviewed journals of higher education
 - vii. Important to include studies of broadening discourses on accessibility and social justice
- 4. Critiques & Limitations**
- a. **Conceptual** All disabilities rolled up as a whole
 - b. **Data** Top 4 journals did not represent academic journals as whole
 - c. **Analysis** Change the study or data collection about students with disabilities requires changing what is known about students with disabilities; do more research
 - i. Specific disabilities not included in keywords
 - d. **Interpretation**
 - i. Little amount of research pertaining to students with disabilities in higher education has been recently studied within the last 10 years.
 - ii. Or little research about students with disabilities has been published in the top-tier peer-reviewed journal articles.





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e. Application

- i.** Limited research and data collection has been done recently, leaving a limited amount of resources

5. Follow-Up

a. Little/Big Questions

- i.** How were top journals decided?
- ii.** Does the keyword search just search titles or whole articles?
- iii.** Are journals that only focus on disabilities as recognized as the 4 considered in this study?
- iv.** Are people not researching students with disabilities in higher education or are research on students with disabilities not being published in journals?
Both?

b. Next Steps

- i.** Begin performing more research on students with disabilities in higher education for possible publication. Include more specific disabilities in studies i.e. ASD.

6. Summary/Utilities

- a.** This study considered the article about students with disabilities published in the top 4 journals on higher education. Only 1% of the articles in these journals discussed students with disabilities, which is incredibly disproportionate considering that 10% of students currently enrolled in higher education have some sort of disabilities.

