

MEMORANDUM

TO: School of Education Policy Council
Jack Cummings, Chair
FROM: Russ Skiba, Dave Flinders, Co-Chairs, Committee on Diversity
SUBJECT: Annual Committee Report to Policy Council: Committee on Diversity
DATE: April 20, 2012

The Committee on Diversity has met five times this year thus far, and will meet once more in April.

After considering the topics that would be most useful for consideration, the Committee settled upon continuing its focus on issues of data reporting and monitoring issues of the diversity climate at IUB and IUPUI.

Development of a Reporting Tool for Monitoring Recruitment and Diversity Issues. The Committee continued its work this year on the development of an electronic reporting tool to monitor diversity in the School of Education. Continuing a search begun last year for an electronic system that would allow flexible searches across a variety of parameters School-wide and in various departments at both IUB and IUPUI, the Committee was joined by Assoc. Director of Business Services Jon Lawrence virtually every meeting this past year. Jon's considerable skill allowed us to engage in an iterative design process, demonstrating successive refinements across each meeting. The final result, presented to the Committee at our March meeting, is an extremely powerful tool that allows one to generate reports disaggregated by race/ethnicity on applications, admissions, matriculation, enrollment, and fellowships for the entire school or particular departments (overview of report manager and sample output attached). The process begun for this particular tool served as the impetus for Lawrence and his staff to restructure data-base reporting for the entire School of Education. We're very grateful to Jon for his efforts, and will begin, at our final meeting, to explore how we can utilize this new information.

Issues of Climate and Mentoring. Issues affecting the quality of the climate of the SoE and the surrounding community for under-represented or marginalized groups continued to be considered by the Committee as they arose. We continue to attempt to widen the horizons of diversity by including all groups at both IUB and IUPUI that may experience marginalization, including non-traditional returning students and students with disabilities.

In addition, the Committee used last year's GSO/SOEGSA diversity panel as a springboard for a broader consideration of the climate of diversity in the School of Education. We began by considering whether we wished to survey students on the climate of diversity, looking at a number of extant campus diversity surveys. The process made us wonder, however, whether conducting such a survey would be a cost-effective way to move the school forward at this time.

Literature Review on Success Factors for Minority Students. As part of our consideration of climate, student member Demetri Morgan completed a brief literature review entitled *Factors that Contribute to the Success of Graduate Students of Color* (Attached). The resulting discussion moved the Committee from a focus on assessment of current climate to a consideration of programs or strategies that could help improve our diversity climate, including the following areas:

Orientation and Induction: Discussion about the needs of students of color led to consideration of ways to improve initial orientation: Can the Office of Graduate Studies fall orientation be expanded to address the needs and questions of under-represented populations?

Faculty/Peer Mentoring: Mentoring is different from simply advising, and actual mentoring of students of color often falls implicitly or explicitly on faculty of color. The Committee considered a variety of methods that faculty as a whole could reduce this burden, including training of all faculty in ways of mentoring students from under-represented groups. We have approached the Long Range Planning Committee about centering a faculty retreat on the topic of mentoring. Other possible strategies in the long term would be the development of regular faculty sessions on mentoring and advising, co-sponsored by the Office of Graduate Studies and Teacher Education, and a broader discussion on how to better recognize and reward mentoring in tenure and promotion decisions.

Respectfully submitted to the Policy Council by Russell Skiba and David Flinders for the Committee on Diversity.

Members: Russ Skiba (Co-Chair), Dave Flinders (Co-Chair), Tom Nelson Laird, Gretchen Butera, Kathleen King-Thorius, Crystal Hill Morton, Frank DiSelvestro, Sara Sturgeon, Ellen Vaughan, Demetri Morgan (student member) and Meg Nickless (student member).

Ex-officio: Elizabeth Boling and Ghangis Carter

Staff: Avital Deskalo

Campus:	IUB, IUPUI	Degree:	Doctor of Education, Doctor of Ph	View Report
Academic Plan:	Adult Education EDD, Adult Educa	Semester:	Fall 2012	
Citizenship:	Yes, No	Gender:	Male, Female, Unknown	
View selected parameters:	No			









Graduate Applications

Term	Ethnicity	# of Applications	% of Total
Fall 2012	American Indian/Alaska Native	1	0.10%
Fall 2012	Asian	35	3.51%
Fall 2012	Black/African American	76	7.62%
Fall 2012	Hispanic/Latino	44	4.41%
Fall 2012	NR-Alien	247	24.77%
Fall 2012	Two or More Races	16	1.60%
Fall 2012	Unknown	13	1.30%
Fall 2012	White	565	56.67%
	Total	997	

Education Reporting System

Diversity Committee

<input type="checkbox"/>	Type	Name ↓	Description	Last Run	Modified Date	Modified By
<input type="checkbox"/>		 Admissions	All graduate students from IUB/IUPUI grouped by Term and Ethnicity. Includes counts of students admitted during selected terms.		3/12/2013 11:11 AM	ADS\rdhanawa
<input type="checkbox"/>		 Admissions and Matriculation	All graduate students from IUB/IUPUI grouped by Term and Ethnicity. Includes counts of admitted applications and students (1 student can have multiple applications to various programs) as well as students matriculated. "Matriculated by Semester" is used to determine how far ahead to look beyond "Semester Admitted" with the assumption students may delay matriculation. "% of Admits Matriculated" is based on distinct persons admitted.		3/12/2013 11:18 AM	ADS\rdhanawa
<input type="checkbox"/>		 Applications	All graduate students from IUB/IUPUI grouped by Term and Ethnicity. Includes counts of number of admitted applications and students (1 student can have multiple applications to various programs and be admitted to multiple programs).		3/12/2013 11:18 AM	ADS\rdhanawa
<input type="checkbox"/>		 Applications and Admissions	All graduate students from IUB/IUPUI grouped by Term and Ethnicity. Includes counts of number of admitted applications and students (1 student can have multiple applications to various programs and be admitted to multiple programs) as well as count of Applications Admitted.		3/12/2013 11:19 AM	ADS\rdhanawa
<input type="checkbox"/>		 Enrollment	All students, graduate and undergraduate, from IUB/IUPUI grouped by Term and Ethnicity. Includes counts of students enrolled during selected terms.		4/1/2013 4:12 PM	ADS\jefschul
<input type="checkbox"/>		 Fellowships	All IUB graduate students grouped by Term and Ethnicity. Includes total enrolled,			



of awards, award %
for ethnic group, Total
Dollars and Average
Award for each ethnic
group.
All students, graduate
and undergraduate,
from IUB/IUPUI
grouped by Date Range
and Ethnicity. Includes
counts of graduates
during selected date
range.

4/4/2013 12:46 PM ADS\jerschul



Graduation



3/25/2013 10:57 AM ADS\rdhanawa

Factors that Contribute to the Success of Graduate Students of Color
By: Demetri L. Morgan

Introduction

Substantive research about the experience and of graduate students is relatively sparse. The traditional narrative is that students who are seeking this level of education have all the social, educational, and political capital needed to not only succeed but flourish while obtaining a masters and/or doctoral degree. However, with doctoral student attrition rates somewhere between 40-70% (Nettles & Millett, 2006), a different narrative is revealed that should alarm faculty and administrators concerned with graduate student success. Some of the more prominent conclusions about why these rates are so high include poor mentoring (Brown, Davis, McClendon, 1999), lack of funding (Pruitt-Logan & Isaac, 1995), and poor fit for career goals (Golde & Dore, 2001). Graduate students of color not only face these obstacles but also have to overcome curriculum that may be irrelevant to their historical and lived experiences as well as culturally insensitive administrators and faculty (Gay, 2007). The remaining portion of this literature review will offer a framework that helps conceptualize the challenges that graduate students of color face. The subsequent sections will offer empirically proven strategies that have been shown to effectively respond to or alleviate the negative experiences that the framework exposes.

Marginalization in Graduate Studies

Scholar Geneva Gay (2004) offers a sound framework that explains the ways in which students of color experience marginalization during their graduate study. The first form of marginalization is physical and cultural isolation. This is the reality that many students of color are either the “only one” or “one of very few.” This places a psycho-emotional burden on students as they navigate feeling on the periphery of many of the subject areas they are learning about and the social climate of the department, college and campus. Furthermore, this isolation

inhibits the validation or kinship that is engendered when a critical mass of students or faculty of color exist in a particular space. The energy that is expended trying to resolve the tensions that feeling isolated produces often takes away from academic pursuits and negatively impacts the mental and bodily health of students. Furthermore, the physical environment (artwork, names of spaces, etc.) of most predominantly White institutions (PWIs) are exclusionary of the cultural markers that indicate to students of color that they are welcomed or wanted.

The second area of marginalization exists around intellectual isolation. Traditional curricula and programs of study are based on Euro-centric, male based pedagogy and epistemology. Many, but not all, students of color have interest in the scholarship that breaks from the traditional cannon and pursues the construction of new knowledge that is sensitive to differences around race and ethnicity. For programs that either do not foster or are ill equipped to handle these interests, students of color may not develop the self-efficacy to persist in their graduate studies. This dynamic also presents itself in the classroom where students of color are often tokenized or asked to speak on behalf of their entire race. Furthermore, students of color with ideas that fall outside the mainstream way of thinking in a field are either met with extreme skepticism or outright dismissal, both of which add to their marginalization. The third form of marginalization includes benign neglect. Gay summarizes this phenomenon succinctly:

They often encounter professors in classes and as advisors who do not provide the kind of critical and constructive instruction that they need to develop their intellectual, research, writing and teaching skills. These individuals are ‘benevolent’ in that they claim to be advocates of students, and are willing to support them in whatever they choose to do. The support, in reality, becomes a form of non-directive laissez faire behaviors that leave students to flounder about,

trying to find their way on their own through the written aspects of their programs of study.

The fourth and final form of marginalization is the entitled “problematic popularity.” This is the idea that as a result of being one of the few within an academic space, students of color are often asked or tasked with duties that require them to expand extra time and energy that often is to their detriment and not benefit. This pressure reveals itself through things like serving on diversity committees, posing for promotional literature and being asked to serve as mentors to undergraduate students of color. Graduate students of color often have hard times turning down these opportunities for fear of the negative impact it may have on their reputation or because of the cultural burden they carry to give back and assist people who look like them. All these forms of marginalization are less than admirable and unless intentionally raised to the surface and addressed they have the potential to remain unabated despite the most well-meaning conversations and feelings had by faculty and administrators.

Effective and Intentional Strategies

While the framework offered above is not exhaustive or all inclusive of the experiences of students of color, it does provide a strong foundation to situate recommendations that have been proven to help alleviate the highlighted issues. Freeman (1999) provides fundamental factors that should be a part of any educational environment hoping to attract and retain students of color. These include (a) the diversity and alignment of curricular offerings, (b) recruitment and retention of faculty of color, (c) procurement and availability of financial assistance, (d) effective mentoring, provision of networking opportunities, and (e) assistance interpreting the hidden curriculum of educational institutions and graduate programs that can reproduce and perpetuate inequality. Beyond these very central level of provisions, faculty and graduate programs must not only have an awareness of equity issues but a commitment to action with

respect to addressing the issue. Yet that is not enough, there must also be evidence of institutional norms (or the creation of norms) that support equity broadly and racial justice specifically (Young & Brooks, 2008). Additional strategies include:

Orientation and Induction

Studies show that students of color respond best to an initial socializing experience that focuses on the specific needs and questions of students of color. Students of color should be offered and encouraged to attend campus-wide, college-wide and programmatic orientations (Haring, 1999; Isaac, 1998). Furthermore, scholars suggest that the orientations should not be stand-alone, one-time events but the initiation of a series of structured and coherent events that assist students along the way to doctoral completion. Current faculty and students of color should be intimately involved in the creation and implementation of the events to insure that attention is paid to the racialized experiences of succeeding in the environment (Robinson, 1999).

Faculty and Peer Mentoring

Most graduate students are assigned faculty advisors to help them navigate their educational studies. The literature suggests that for students of color, a deeper and more intense relationship is needed to aid in their success (Freeman, 1999). The literature also calls for peer to peer mentor relationships as they provide a different but equally important type of assistance for students of color (Grandos & Lopez, 1999). Often times mentoring relationships fail because mentors lack proper training or commitment to mentor, there is a lack of financial and time resources allocated to the relationship and an environment exists that does not reward or promote mentorship (Hansford, Ehrich & Tennent, 2004). Young and Brooks (2004) argue for a multi-tiered, multi-purpose network of support. Multi-tiered in that students receive support from programmatic, departmental, college, institution, community, state and inter/national forums as

well as along the lines of social, academic, intellectual, spiritual, racial, gendered and other salient identities. Other proactive steps including systematic introductions to other faculty and graduate students of color and faculty-student reading groups or colloquia centered on race.

Opportunities for Career Socialization and Advancement

While all graduate students face treacherous paths into their careers, students of color and particularly women of color face disadvantages that need to be recognized to be effectively responded to. These include opportunities to present on research that interest them at professional conferences, internship experiences, opportunities to publish in peer-reviewed journals and the chance to network with faculty and peers of color from other disciplines and universities. Programs can support these efforts by establishing financial scholarships for students of color, ensuring that opportunities are communicated in timely and equitable ways and preparing students for the realities of the career field through trainings and role-modeling (Young & Brooks, 2004).

Summary and Conclusion

The difficulty around helping students of color persist usually rest with disjointed and inconsistent efforts to address their unique needs and challenges. In order to create an environment that attracts students of color, retains them and pushes them to completion, faculty and administrators should create a series of orientation and induction events, foster authentic and valuable mentoring relationships and work to assist students of color as they build a professional portfolio to help them be successful in starting a career. These efforts require planning and coordination, financial and human resources and a commitment from important stakeholders including deans and powerful faculty members.

References

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