

Increasing the Participation of Students of Color in Graduate Education: It's About Faculty Mentorship

Linda DeAngelo

Associate Professor of Higher Education

Faculty Fellow Center for Urban Education

Affiliated Faculty Gender, Sexuality, and Women's Studies Program

University of Pittsburgh



Mentoring Matters Across the Pipeline



Mentoring

Mentoring

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Mentoring

Entry
into
College

Graduation from
College & Entry
into Graduate
School

Entry into
the
Professoriate

Promotion
& Tenure

Promotion
to Full
Professor

Why focus on undergraduate mentoring?

Mentoring Matters!!!

- Development of aspirations and entry into graduate degree programs, especially for Students of Color (Carter, 2001; Davis, 2008; Davidson & Foster-Johnson, 2001; DeAngelo, 2008, 2009, 2010; Heller, 2001; Eagan et al., 2013; Felder 2010; Walpole, 2003)
- Mentors serve students as:
 - Institutional guides/ networks to information/people (DeAngelo, 2009, 2010; Stanton-Salazar, 2001)
 - Welcoming them into the discipline (Eagan, et al., 2013; Seymour, et al. 2004)
 - Building confidence (DeAngelo, 2009, 2010; Fuentes, et al. 2014; Seymour et al., 2004)
 - Fostering student achievement and student development (Crisp, et al., 2017)
 - Understanding of fit in graduate education (Wilson, et al., 2012)
- Purpose: influence academically talented students and groom students for the professoriate (DeAngelo, 2010; Girves, Zepeda, & Gwanthmey, 2005; Zydney, et al., 2002)

What's at Stake?

“Some of the counselors there [at institution attended] have real preconceived notions of what minority students are capable of achieving, and they steer minority students away from graduate school. They even went as far as to steer me away from being a math and science teacher. When I started at [institution attended] they [counselors] wanted to place me in basic [remedial] courses and were really surprised by my test score.” -Latina biology doctoral student (DeAngelo, 2009)

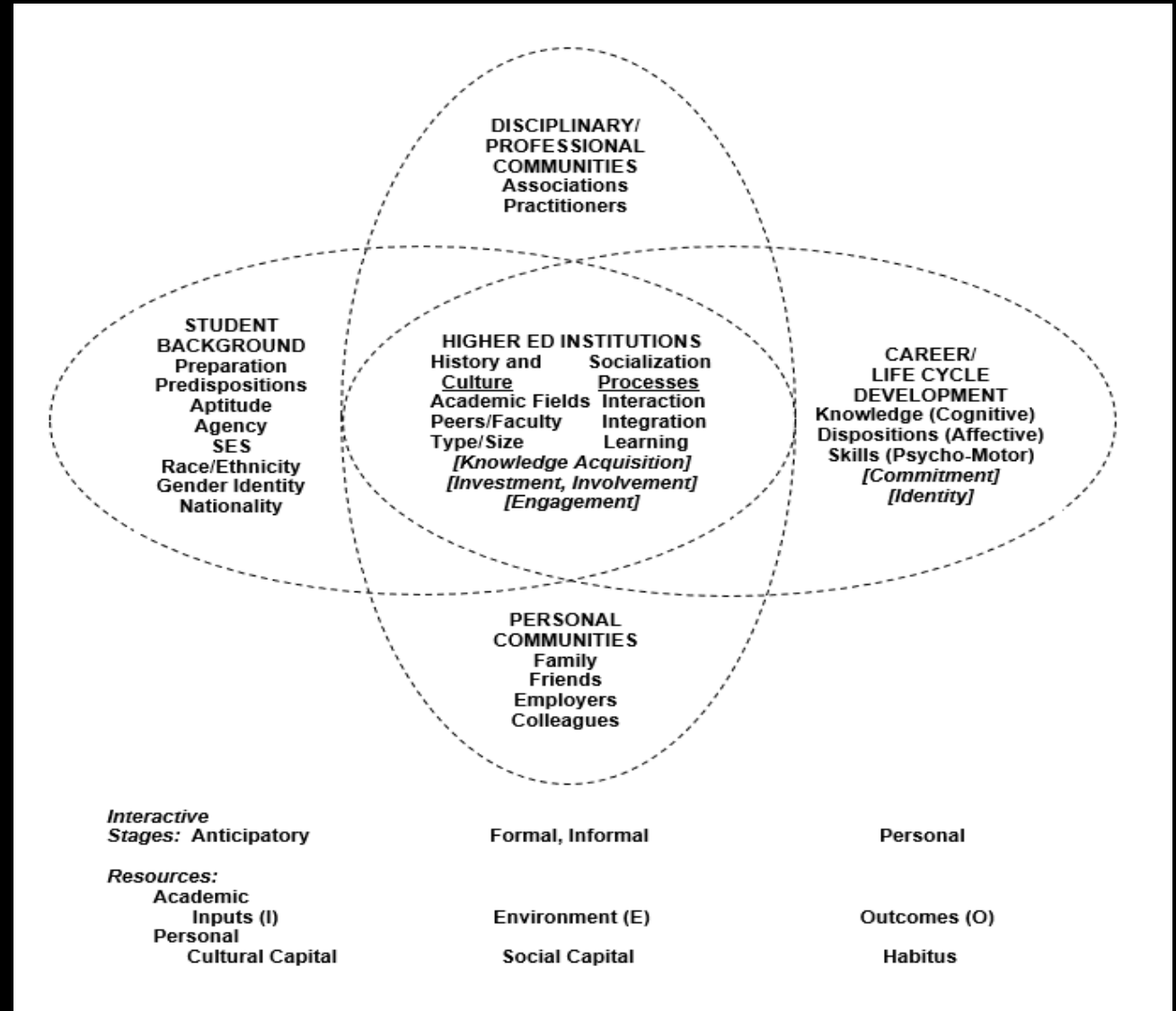
“There should be some kind of presentation about graduate school in class that was required [so that students like me know about it]. Most people would never guess that I was PhD material or would be someone to pursue a PhD. They [faculty] need to bring into the fold students who don't initially think about pursuing the PhD.” – Native American public health doctoral student (DeAngelo, 2010)

Faculty Most Important for Socialization

Forthcoming in January 2020:

Socialization in Higher Education and Early Career: Theory, Research, and Application – Weidman, J. C. & DeAngelo, L., Eds.

Weidman & DeAngelo (2020)
Socialization Model



What is Mentoring?

- Focus on achievement and development of potential
- Nature of relationships is reciprocal and personal
- Mentors are individuals with greater experience, influence, and achievement
- Mentors take on emotional and psychological support and directly assist with career aspirations/planning through role modeling (Crisp & Cruz, 2009; Jacobi, 1991)
- Mentoring relationships develop informally (DeAngelo et al., 2015, Phelps-Ward & DeAngelo, 2016; Wanberg et al., 2003)
- Mentoring relationships go beyond what institutions formally recognize as part of the teaching and advising role (DeAngelo, et al., 2015; Johnson & Ridley, 2004; Tuttle, 2000)

Who Gets Mentored?

Students who faculty view as high achieving are more likely to be mentored

- “Rising stars” (Ragins, 1999; Singh et al., 2009) — students performing at high level, demonstrating motivation and proactive behaviors—are more likely to be mentored (Eagan et al., 2011, Fuentes, et al., 2015, Robertson, 2010)
- Students who interact informally early during college are more likely to be mentored (Fuentes, et al., 2012)
- Students of Color are less likely to be mentored than White students (Johnson, 2015; Felder, 2010; Milkman et al., 2014; Thomas et al., 2007)
- Faculty at highly diverse institutions are less satisfied with the quality of their students and less interested in teaching undergraduate students (Hubbard & Stage, 2009)

What Do Student of Color Experience?

- Lower quality interactions with faculty (Cole, 2007, Eniarson & Clarkberg, 2010; Cartin, et al., 2016; Kim, 2010; Kim & Sax, 2009)
- Students of Color are on the receiving end of biased and racist sentiments (Flores & Rodriguez, 2006; Milkman et al., 2014; McCoy et al., 2015)
- Deficit-language that frames them as not having the qualities needed and blames them for academic preparation (DeAngelo, et al., forthcoming, McCoy et al., 2015)
- Race-neutral/color-blind mentoring that ignores rather than embraces student background (DeAngelo, et al., forthcoming, McCoy, et al., 2016)
- ISOLATION! Students of Color experience: physical and cultural, benign neglect, problematic popularity (Gay, 2004)

What Do Student of Color Want?

- Care, support, and belief in their ability to succeed (DeAngelo, 2009, 2010; Griffin, et al., forthcoming)
- Asset-based socialization and mentoring (Garcia, et al., forthcoming; Winkle-Wagner, et al., forthcoming)
- Shift away from intervention-based support to mentoring that is inclusive of psychosocial support (Griffin, et al., forthcoming)
- Mentoring that engages rather than ignores race/ethnicity (Blockett et al., 2016; Phelps-Ward, forthcoming; Winkle-Wagner, et al., forthcoming)

What Keeps Faculty From Mentoring?

- Institutional norms! Faculty don't perceive that institutions care about mentoring (DeAngelo, 2009; DeAngelo, et al., 2015; Davis, forthcoming)
- Lack of recognition for the time it takes to mentor students (DeAngelo, et al., 2015)
- Faculty burn-out reduces interest in mentoring (Johnson, 2015)
- When mentoring is valued faculty are more likely to mentor (DeAngelo, et al., 2015; Eagan, et al., 2011)

Without direct and explicit support from department chairs, deans, and other senior level administrators, faculty are significantly less likely to mentor undergraduate students — Johnson, 2015

How Can Institutions Foster Mentoring?

Culturally responsive mentoring on campus will not happen without substantial support of and targeted efforts of administrative leaders!

To build a culture of mentoring, start with:

- Align faculty rewards and teaching and promotion to mentoring
- Provide support and professional development to faculty
- Shift paradigm that keeps research and teaching as separate stools
- Assist faculty to engage in inquiry-based learning
- Encourage quality mentoring, just not quantity

What Can Graduate Deans/Schools Do?

Lead, Convene, and Call for Action!

- Advocate for mentoring and supporting mentoring with Provost!
- Consider what governs who earns graduate faculty status (carrot/stick)
- Partner with departments, schools, and units to support mentoring and the development of competencies of culturally responsive mentoring practice
- Create awards and incentives for faculty through the graduate school
- Keep doing prospective student visit days, summer bridge programs, outreach to students of color, targeted grants and awards for research to support students of color!

Thank You!

Discussion

Linda DeAngelo
DeAngelo@pitt.edu

I am happy to support you
and your graduate division
in your efforts!