

Strategies for Effective Diversity Programs in Graduate Schools: Promoting Inclusiveness

Sweeney R. Windchief
Assistant Dean for Diversity
University of Utah
Council of Graduate Schools
Annual Meeting 2011

The Message

Diversity within academic programs will thrive if addressed appropriately and proficiently by:

- Being grounded in research
- Considering the perspective of marginalized students
- Meeting College/Departmental needs
- Being collaborative

Graduate School Diversity at the University of Utah

Diversity and inclusiveness creates a better academic environment for all students through:

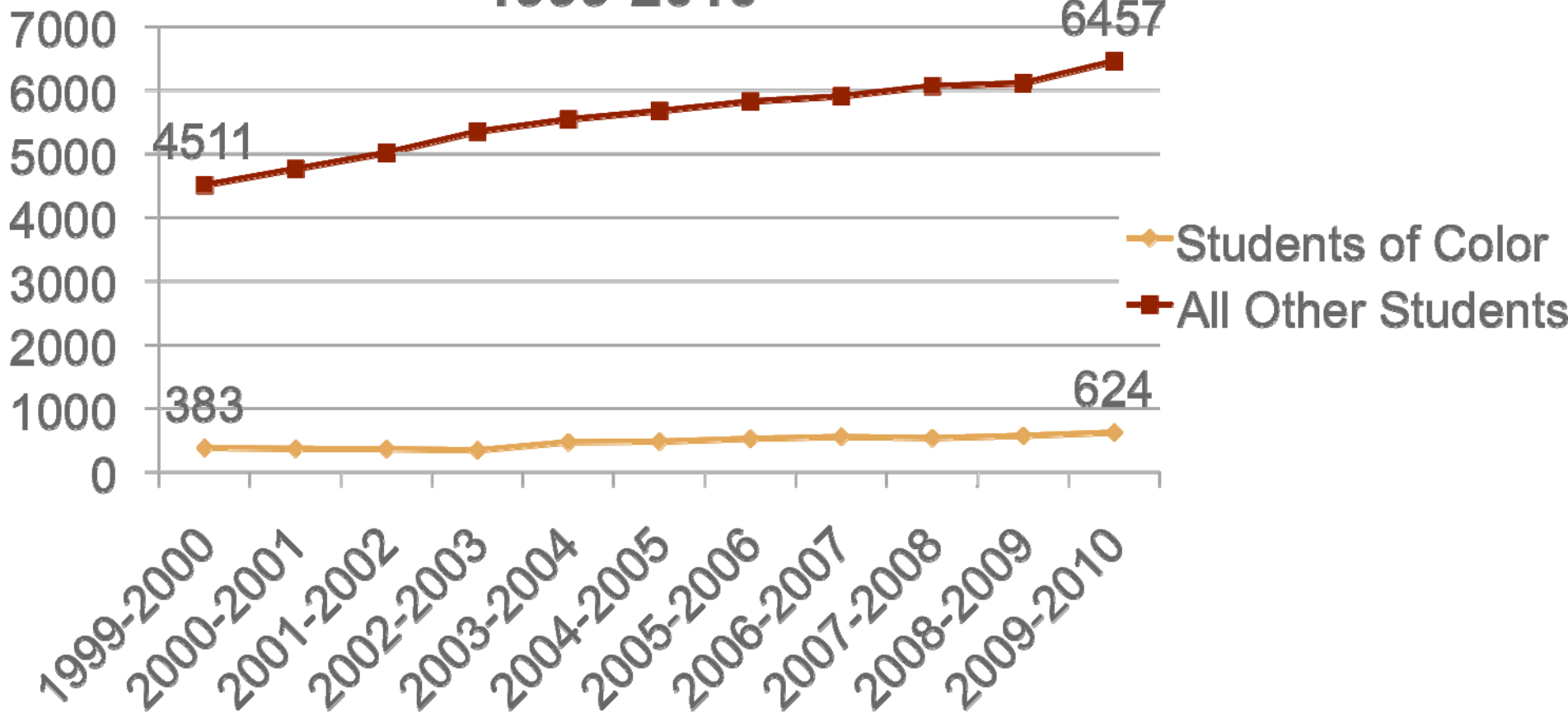
- Recruitment
- Retention/Persistence
- Departmental Collaboration
- Contribute to the overall diversity of the institution

Program Outcomes

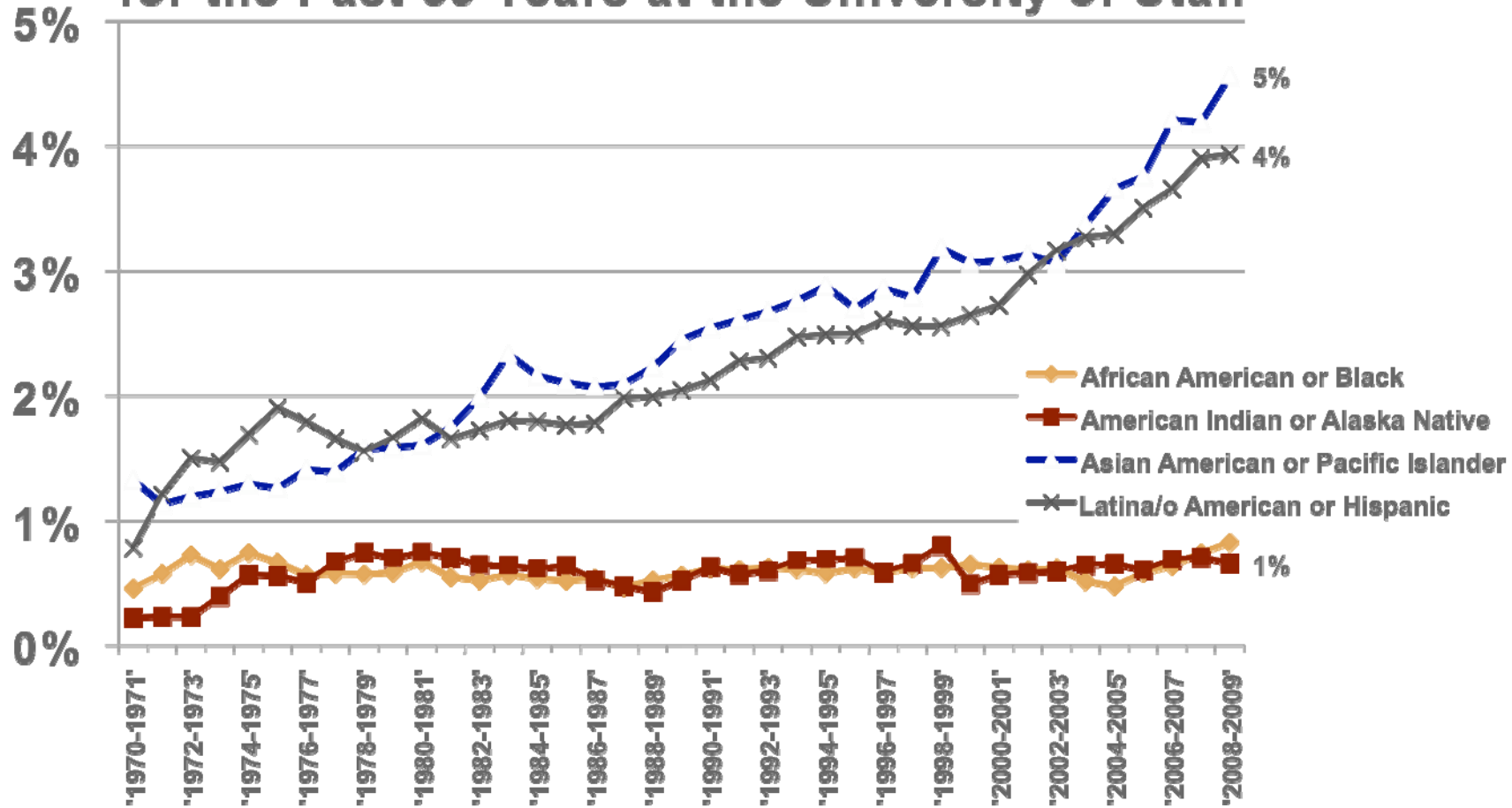
Since August 2006:

- Complied a yearly comprehensive interdisciplinary list of more than 6000 prospective students
- Collaborated with seven different academic programs in awarding fellowships to students
- Developed the Diversity Advisory Committee (DAC)

Graduate Students by Race/Ethnicity, 1999-2010



Headcount Enrollment of Total Students by Ethnicity for the Past 39 Years at the University of Utah



What does this data tell us?

- In thirty nine years AI/AN and AA/B have never represented more than 1% of the population
- The U.S. Census reports that American Indian's Make up 1.4 percent of the state population and Black Persons are 1.3%
- Urban Indian Population (Nationally over 50%)
- According to US Census, Nationally 12.8% Black/African American

- Need to Define Success
 - **Institutional Definition**
 - Reaching parity with the state demographic (Tovar 1999)
 - In comparison with peer institutions?
 - Within academic discipline?
 - STEM Fields?

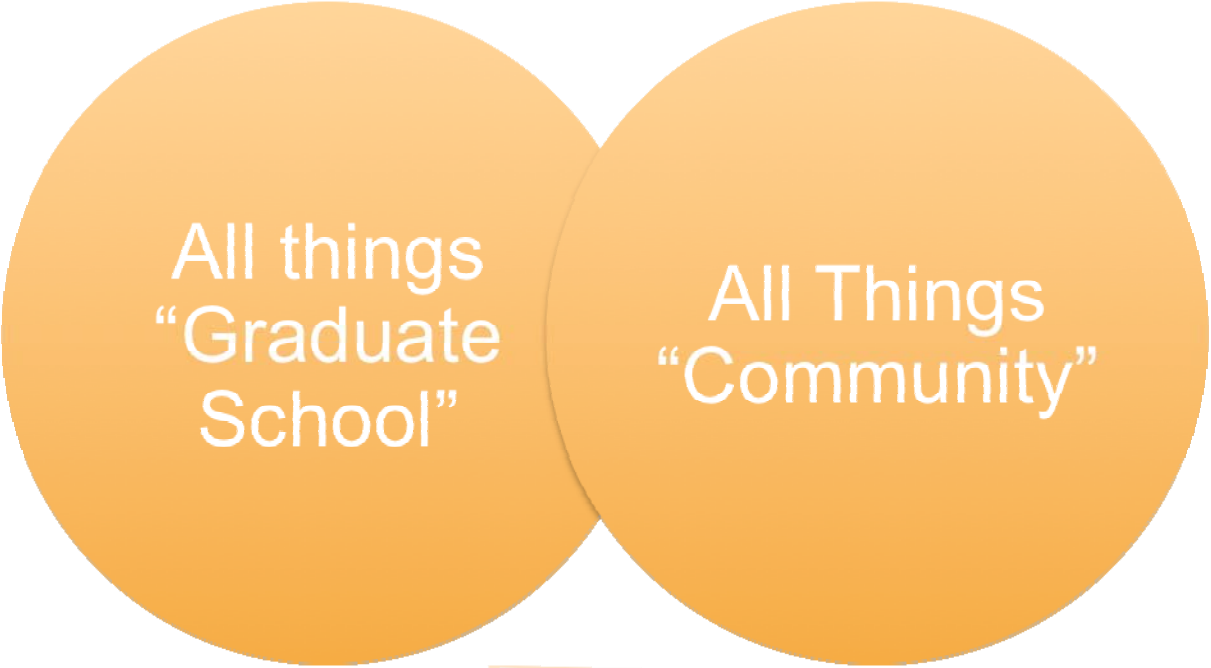
Resource Allocation

	Diversity	Lacking Diversity
Student Support		
Lacking Student Support		

Resource Allocation

	Diversity	Lacking Diversity
Student Support	<ul style="list-style-type: none"> •Professional Development •Nominate for the Diversity Award 	<ul style="list-style-type: none"> •Recruitment Lists •Hand Holding •UVP
Lacking Student Support	<ul style="list-style-type: none"> •Collaborate on finding resources for their Students. •Encourage Support in line with TBP 	<ul style="list-style-type: none"> •Engage and consider the situation as it pertains to the specific program •Tie it back to helping them with Section 3.2

Uncle Kenny



All things
“Graduate
School”

All Things
“Community”

Anti-deficit model thinking

- Application of Indigenous epistemologies/ontologies/hermeneutics
- “We” Graduate, not “I”
- Support and maintain cultural integrity for others
- Respect ones autonomy (Champagne, 2004)
- Using political and racialized Identities to our advantage (Brayboy, 2005)

Call to Action

- Discourse with your colleagues.
- What does the landscape look like at your institution?
- What is the climate like for historically underrepresented students?
- How do you define success?
- Consider: Cultural Humility V. Cultural Competence

University of Utah Grad School Diversity Program: Learn More

- <http://www.gradschool.utah.edu/diversity/index.php>