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COMMITTEE ON INSTITUTIONAL COOPERATION

Graduate Recruitment for Diversity: Discipline-based Recruitment and Retention Strategies



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Graduate Recruitment for Diversity

Discipline-Based Recruitment and Retention Strategies

Part I

Introduction

The goal of CIC graduate recruitment collaboration is to increase the success of individual universities in enrolling and graduating students from minority and other underrepresented groups. Recognizing that faculty play a key role in graduate recruitment and retention, the CIC Graduate Deans adopted a set of recommendations in spring 2005¹ that focused on outreach to faculty and graduate programs across their campuses. This report was prepared to promote dialogue around diversity strategies and to support the dissemination of model practices among faculty and staff across CIC universities.

Part I reviews the current status of graduate education for underrepresented minorities, nationally and for CIC universities. In addition, strategies are proposed for graduate school outreach to campus units that place faculty and graduate programs at the center of the recruitment process. Part II of this report presents descriptions of exemplary and promising models in place at CIC universities with a goal of fostering exchange and adoption of effective diversity practices.

Past successes, remaining challenges

Over the past 20 years, the number of baccalaureate degrees awarded nationally to minority students has increased substantially. The American Council on Education reports that “the total minority enrollment at the nation’s colleges and universities surged by 122 percent over the past 20 years, up from nearly 2 million in 1980-81 to 4.3 million in 2000-01,” accounting for 22% of bachelor’s degrees awarded in 2001 (Minorities in Higher Education Annual Status Report, 2003). This increase has taken place as programs designed to prepare students for graduate study have proliferated across the country. For example, in 1989 the McNair Program originally funded 14 projects serving 415 students, and by 1999 it had grown to 156 funded projects preparing 3,774 students for graduate study (Parker, 2003).

Investments in the undergraduate pipeline have not gone unrewarded. Nationally, the numbers of Black, Hispanic and American Indian doctoral recipients increased nearly 50%—from 2,126 to 3,175, for the ten year period 1994-2004 (Survey of Earned Doctorates, 2004). While the CIC Summer Research Opportunities Program has played an important role in strengthening the pipeline, CIC universities have realized more modest gains. During the same period, the numbers of doctoral degrees awarded to minorities increased 34%, from 243 to 327 (IPEDS).

Growth in the doctoral education among minorities has outpaced growth for U.S. citizen recipients overall so that minorities represent an increasing proportion of awardees. For example, the proportion of US doctorates awarded to minorities grew from 7.8% to 12% nationally between 1994 and 2004. At CIC universities, the proportional increase was smaller, rising from 5.7% to 8.8% in 2004.

1 Cf. Memorandum dated May 2, 2005, “Proposed Recommendations for Graduate Recruitment.”

Table 1. Number and Percent of U.S. citizen doctorate recipients who are minority (Black, Hispanic or American Indian), 1994 and 2004.

	1994 (Percent)	2004 (Percent)
CIC Universities ^a	243 (5.7 %)	327 (8.8 %)
All US Universities ^b	2,126 (7.8 %)	3,175 (12.0 %)

a. U.S. Dept of Education, National Center for Education Statistics. Integrated Postsecondary Education Data System (IPEDS): Fall Survey, 1994 and 2004.

b. Survey of Earned Doctorates, 2004.

CIC universities have made advances in developing supportive programs to expand the pipeline for their graduate programs, including McNair Scholars, Research Experiences for Undergraduates (REU), Alliance for Graduate Education and the Professoriate (AGEP) and numerous other initiatives. Many of these programs also coordinate with the SROP infrastructure, taking advantage of SROP’s national presence to recruit prospective applicants. Even with these efforts, CIC gains in minority graduate enrollments and degrees awarded have not kept pace with national trends.

In a previous report², I observed that minority enrollments in CIC graduate programs doubled after the first ten years of SROP, increasing from 2,410 in 1986 to 5,097 in 1996. Over the past ten years, however, graduate enrollments have remained flat. In the early years of the SROP, students had fewer options and there existed less competition for prospective students. During the last decade a host of new alliances, research and support programs have been established to recruit minority students. Although the CIC universities were at the forefront when SROP was initially implemented, the model has been replicated and adapted by many programs across the nation. Meanwhile, students who participate in these pipeline programs are much more informed about research and graduate opportunities available to them. Based on trends of the past decade, I suggest that CIC universities are not likely to see substantial improvements in the diversity of their graduate enrollments, and may even lose ground, without more aggressive recruitment and retention efforts.

Moving to the next level: tailored collaborations

Creating and sustaining change in enrollment patterns beyond the margins is possible. This report describes programs that demonstrate success in recruiting and retaining graduate students from diverse backgrounds. The paths leading to change vary, and in each case there are differences in the ways that ideas about diversity are infused with the organization’s identity and mission. What is constant, however, is that the faculty themselves were the motivating source of change, and they remain at the center of outreach and retention activities.

These observations are not intended to diminish the role that graduate schools and other campus actors can play in building capacity among academic units. The leadership, resources and

2 “CIC Graduate Recruitment Recommendations,” a report to the CIC Graduate Deans, January 5, 2005.” (www.cic.uiuc.edu/groups/GraduateDeans/archive/Report/CICGradRecruitment.pdf)

expertise of graduate school personnel are important to academic programs and faculty who are planning or launching new recruitment and retention efforts. Graduate schools can help orient new program officers about effective diversity practices, facilitate collaborations with institutional partners or campus partners, and leverage existing resources toward common goals.

Collaborative by design

A collaborative approach to diversity enhancement must be custom-designed according to the needs of the graduate program seeking change. Differences across disciplinary and organizational cultures will shape the purpose and goals, and therefore, the strategies employed by academic units seeking to diversify. Effective initiatives will build on existing ties, institutional and personal, and demonstrate shared goals, interests and commitments among partners.

Purpose

Successful programs have an understanding of why they want to diversify. Although motivations may change over time, planning and implementation of outreach and retention for diversity require a clear sense of purpose. Recruitment of faculty and students to the effort will depend, in part, on the degree to which they support the stated purpose.

Relationships

All recruitment and retention activities derive from creating and nurturing relationships. Successful strategies will focus on building networks within the discipline and building networks between institutions. Relationships are resource intensive and therefore must be strategic and specific. All partners must derive benefits from the relationships.

Open to change

Success introduces new dynamics that a unit must be willing to address. An inclusive department will be responsive to diverse student academic, developmental and social needs, organizational practices and communication patterns, and willing to make changes to support the success of all.

Opportunities for graduate school leadership

Based on consultations with graduate school staff and faculty, I suggest the following ways graduate school expertise and resources can be leveraged to enhance the capacity of graduate programs to recruit and retain a diverse graduate student body. For example,

- Recognize success and reward the achievements of programs and individuals. For example, include stories on website, at meetings, in newsletters, etc.
- Promote the discussion and dissemination of model practices through campus workshops.
- Infuse diversity topics—admissions practices, status reports, innovations—throughout campus communications.
- Develop “on-demand” training modules that programs and faculty can reference when they need them.
- Foster a network of faculty engaged in graduate education and diversity and whose ideas can benefit from cross-fertilization.
- Provide effective “marketing” of SROP students (both applicants and participants) to graduate programs through avenues proposed above.

- Identify incentives to recruit SROP students and applicants, for example, leveraging SROP, fellowships and assistantships, and campus visitation resources.
- Provide guidance and/or assistance in developing a team-approach; involve representatives from admissions, colleges, multicultural affairs/student services, marketing, and/or other campus units.
- Identify a plan for followup with prospective students—email, telephone, followup mailings, campus visits. Specify tasks, responsibilities and timelines.
- Coordinate recruitment and travel activities, where possible, to reinforce institutional partnerships employed by your graduate programs. Host receptions for students from partner institutions at national recruitment fairs.
- Encourage/facilitate interdepartmental cooperation for mentoring, professional development, networking and social/cultural activities for minority students where appropriate. This is especially useful for disciplines where there is not a critical mass of graduate students of color.
- Monitor, quantify and report results of your activities.

Conclusion

The CIC member universities enjoy strong visibility and credibility through their long-standing commitment to SROP and recruitment activities. Nevertheless, if past patterns hold, the graduate enrollment yield for SROP is not likely to increase, and may even slip as the numbers of summer research programs vying for students expand. The most promising efforts will put graduate programs and faculty at the center, with graduate schools playing a leadership role in supporting recruitment and retention.

Part II

Case Studies of Exemplary Programs

The practices described in Part II illustrate successful models implemented by graduate programs, colleges, and graduate schools at CIC universities. The cases presented here were selected to demonstrate a broad range of innovative practices and to highlight different paths taken to achieve greater diversity. Included are examples illustrating large-scale transformations to smaller scale practices and organizational arrangements.

Alliance for Earth Sciences, Engineering and Development in Africa (AESEDA)

*College of Earth and Mineral Sciences
Pennsylvania State University
<http://www.aeseda.psu.edu>*

Successes:

Now in its third year, AESEDA has established partnerships with 10 minority-serving institutions and more than 20 universities and organizations in 5 African countries.

Background:

The Alliance for Earth Sciences, Engineering and Development in Africa (AESEDA) is an infrastructure supporting multidisciplinary, multi-organizational, and multinational partnerships for research, education and outreach aimed at sustainable georesource stewardship. Among the goals of the project is to “to support and build opportunities for historically disadvantaged populations in Africa and the USA and ensure intellectual and cultural diversity in all areas of Alliance activities.” The focus on Africa, poverty alleviation and development issues gets the attention of minority students, particularly African Americans, and a range of activities and support structures engage and develop students throughout the educational pipeline.

When Eric Barron was appointed Dean of the College of Earth and Mineral Sciences in 2002, he observed that a number of faculty in the college were engaged in active research projects in Africa. Recognizing the potential of this shared faculty interest to increase the diversity of its faculty, staff, and students, Dean Barron charged a task force, led by Michael Adewumi, to explore possibilities. AESEDA now involves more than 70 faculty members at Penn State, 10 U.S. minority-serving institutions, and more than 20 universities and organizations in 5 African countries.

Key features:

- The pipeline for AESEDA reaches out to K-12 education to begin building an integrated pathway to the PhD. It participates actively in College-sponsored and University-sponsored outreach programs.
- High school students engage in AESEDA activities through Upward Bound, Talent Search, and the Summer Experience in Earth and Mineral Science (SEEMS) program. Students from the targeted urban high schools and the surrounding geographic area participate in a six-week summer session during which they receive intensive instruction in math and science and conduct hands-on research activities.
- AESEDA collaborates with SROP and the McNair Scholars program to recruit students from these pools and to provide undergraduate research experiences. In addition, the AfricaArray summer geophysics field experience in South Africa hosts students from HBCUs for a six-week summer field experience. This experience is coordinated through the Penn State SROP program, and the students spend three weeks at Penn State and three weeks in South Africa.
- AESEDA representatives attend national venues such as SACNAS to identify a pool of diverse prospective students. Recruitment efforts are bolstered with financial commitments from each department to provide graduate assistantships for students

- from underrepresented groups.
- Numerous curricular innovations, including an undergraduate minor and a graduate master's degree program, have been developed to integrate the sciences and humanities in the context of the natural resource development of Africa. Collaborative and team-taught courses bring PSU students together with students at African partner institutions using web-based and video conferencing technologies. AESEDA is developing a Masters of Professional Studies in Sustainable Georesource Management primarily for African and African-American adult learners who are practitioners in the fields of minerals and oil, who want to grow professionally through course work in management, entrepreneurship, sustainable development, environmental awareness, and additional technical work.
 - A 3-2 program has been developed in partnership with Fort Valley State University and housed in the Department of Geosciences enabling students to earn a bachelor's degree at FVSU and a master's at PSU.
 - AESEDA is collaborating with Jackson State University to develop the first department of Geosciences at an HBCU and an undergraduate degree in Earth System Science. Through an NSF funded project, they are working with JSU faculty to jointly develop new courses and obtain lab equipment, and to have joint summer research internships for faculty and students from JSU at Penn State. This project is funded by NSF and includes pre-college programs in Mississippi and Pennsylvania. It offers courses that involve teaching science with an African focus as students of color perform demonstrably better in PSU courses that are Africa-focused relative to same student / same instructor in non-African courses. AESEDA exports these courses to HBCUs to help attract students of color into the geosciences.

Success factors:

AESEDA arose from the faculty research interest that already existed in the College. The number and breadth of African faculty interests were recognized as an opportunity to address the science and human issues of georesource sustainability, but this collective interest was also viewed as a powerful tool for creating a diverse student body. The project benefits from strong leadership in the College; its goals fit with the University's commitments to diversity and they are supported by numerous campus and external partners.

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Department of Mathematics

University of Iowa

<http://www.math.uiowa.edu>

Successes:

- 25% of the graduate students are underrepresented minorities (URM)
- 40% are women
- 8 URM students have been awarded the PhD since 1998
- Received the 2004 Presidential Awards for Excellence in Science, Mathematics and Engineering Mentoring (PAESMEM).

Background:

The department received a Graduate Assistance for Areas of National Need (GAANN) grant in 1995. This opportunity prompted the department to think strategically about their recruitment initiatives. Originally, a core of three faculty, including the current department chair, David Mandersheid, initiated outreach efforts to recruit minority students. Among this core was an African American faculty member who, since the 1960s, had been actively recruiting URM students. The main strategy involved personal visits to other campuses to meet students and talk about opportunities at Iowa. Over time, as other faculty saw the successes of these activities, they joined in the effort.

As the department began to enjoy success in recruiting students, they realized that although students were highly motivated and very hard working, there were some challenges to their successful progress through the program. In response, the department began to examine retention issues and implemented structured opportunities for study groups, peer networking, faculty mentoring, and activities to create a welcoming social climate.

The core goals for the department's efforts are to identify students with potential, support their undergraduate achievement through research and mentoring, provide a seamless transition to graduate study, and build bridges to high schools.

Key features:

- The Minority Student Recruitment and Development Committee is a committee of ten faculty who provide leadership for recruitment and retention efforts.
- Holistic criteria are applied when reviewing candidates for admission.
- The department conducts a three-week intensive Summer Institute for incoming students to support their successful transition to the graduate program.
- Intensive mentoring is provided by faculty and peer mentors, including senior teaching assistants. Formal peer mentoring is provided for first-year courses and for PhD comprehensive exams.
- Summer preparatory courses for comprehensive exams are provided.
- The department has established and collaborates with multiple alliances and partner institutions, including:
 - Iowa Alliance for Graduate Education and Professorate (AGEP) with Iowa State University and University of Northern Iowa, supported by NSF
 - The Alliance for the Production of African American PhDs in the

Mathematical Sciences, a partnership supported by NSF involving Iowa Alliance schools and HBCUs located in the South

- Heartland Mathematics Partnership involving 13 area colleges working to increase the numbers of students who pursue graduate study of mathematics
- The Arizona State University Mathematics and Theoretical Biology Institute for undergraduates, an REU program from which eleven participants have enrolled in Iowa's graduate program

Factors of success:

The department enjoys broad commitment to diversity goals and has implemented retention activities to support a diverse student body. While the GAANN grant served as a catalyst in the beginning, broad faculty engagement in recruitment and retention has led to a cultural transformation, a redefinition of the mission, understanding of teaching and student development, and the role of each faculty member in promoting diversity in the field of mathematics.

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Department of Counseling Psychology

University of Wisconsin

<http://www.education.wisc.edu/cpl>

Successes:

- Racial and ethnic minorities comprise
 - 54% (20 of 37) of students who earned a PhD in the last five years
 - 37% (14 of 37) of students enrolled in the doctoral program in the past five years
 - 50% of 2005 cohort
 - 44% of the core faculty members
- 97% retention rate for students of color has been consistent for the last 15 years
- Previously unranked, the department is now ranked fourth in the 2005 U.S. News and World Report
- Received the 2005 Suinn Minority Achievement Award from the American Psychological Association for its achievements in the recruitment, retention, and graduation of ethnic minority students in psychology

Background:

The trigger for change occurred the year (early 1990s) that no minority student was admitted to the PhD program. Realizing that the recruitment activities of the department were not working to attract a diverse student pool, the department initiated a process of internal change, one that led them through stages to a redefinition of who they were as a department.

The department articulated a mission to prepare counselors for a multicultural world. As they began making changes to the courses they taught, infusing multicultural thinking into their curriculum, and charging every faculty member to advance this mission, the department began to transform itself. The program became more rigorous and vibrant; faculty and students with commitments to diversity were attracted to the program, and this process further reinforced the quality of the program. Now the program, previously unranked, is among the top programs for counseling psychology in the nation. Previously, its graduate students came from the surrounding region; today, students come from all over the country, and the department enjoys greater success in faculty recruitment initiatives.

Key features:

- Diversity is articulated as a core value in the mission of the department, and this value is infused throughout the curriculum, training, research and programming activities. Students and members of the faculty are expected to model these values in their professional roles.
- The Diversity Committee (DC) coordinates and provides programming that supports the mission and philosophy of multiculturalism and diversity through personal and professional interactions to learn about self and others. Such activities include speaker series, brown-bags events, faculty/student-facilitated movie nights, and “potlucks with purpose.”
- The department hosts an annual conference focused on multicultural counseling

competence and issues related to social justice. The event includes a student colloquium, roundtable sessions and workshops, and keynote presentations by invited local and national speakers.

- All students and members of the faculty engage in critical self-reflection, exploring their own attitudes and behaviors regarding diversity and multiculturalism on an ongoing basis. These issues are addressed in the classroom, in research and community activities.
- A desire for applicants with diverse backgrounds and experiences is explicitly stated in the admissions information posted on the department website.

Factors of success:

Rather than starting with recruitment strategies to increase the numbers of minority applicants to the program, the faculty began with a commitment to examine themselves. They internalized a commitment to diversity and multiculturalism that they then applied intentionally to every aspect of their program—curriculum and pedagogy, faculty-student interactions, and the broader climate in the department. Moreover, the faculty and students reaffirm their core values on an ongoing basis and reflect on how to incorporate them into their training, research and professional relationships.

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Engineering Sloan Scholars Program

College of Engineering

Michigan State University

http://www.engr.msu.edu/ece/prospective/gp/ge_sloan/sloan.htm

Successes:

- 36% increase in the enrollment of African American and Hispanic doctoral students in the College of Engineering (1999 – 2005)
- 90% overall retention and graduation rate has been sustained
- Ranked 5th in the nation as a top engineering graduate school for Hispanics by Hispanic Business magazine

Background:

Initiated with a grant from the Alfred P. Sloan Foundation, the Sloan SPC3 program was established in 1998 by Percy Pierre to increase participation of minority graduate students in the departments of Electrical & Computer Engineering (ECE) and Computer Science & Engineering (CSE). No doctoral degree had been awarded to a minority student in these areas for the five years prior to program implementation, and an average of one minority doctoral student per year graduated from the College of Engineering during the 1990s. The Sloan model was expanded to other departments in the college in 1999 establishing the Sloan Engineering Scholars Program and specifically targeting doctoral education.

Key features:

- Recruitment activities include faculty visits to minority-serving institutions to meet with faculty, students and to deliver seminars and presentations. Universities include, for example, Morgan State University, the University of Maryland-Baltimore County (UMBC), North Carolina A&T University (NC A&T), Florida A&M University/ Florida State University (FAMU/FSU), and Xavier University of Louisiana, and University of Puerto Rico-Mayagüez.
- Mailings were also targeted to GEM fellowship applicants, CIC SROP participants, and prospects identified through the GRE Search Service.
- It is important to note that recruitment activities for the Sloan program are not separate from recruitment of minority students in general, so that graduate program coordinators in the departments remain involved in the process.
- For admissions review, undergraduate GPA, regardless of the undergraduate institution, is used as a strong indicator of the student's ability to do well as it reflects a student's seriousness, diligence and perseverance. GRE scores are given less weight as an indicator of the student's performance ability.
- Undergraduate seniors are invited to visit the campus, but only those whom the faculty have decided they want to admit. Since all admitted underrepresented minorities are offered full financial support, the department can outline a package for the prospective student during the recruitment visit.
- Retention activities are designed to create a supportive environment that promotes successful progress toward the degree. Activities include orientations prior to the start of fall classes, weekly lunch meetings, interaction with individual students, and facilitation of students' professional development.

- A special effort is made to foster mentoring relationships with faculty members and advanced students.
- The program maintains relationships with representatives in industry and national labs to help prepare students for placement after they graduate.

Factors of success:

The Sloan Scholars program presents an integrated approach to diversity. Graduate program directors are fully involved in the outreach activities; only students who have been deemed admissible by the faculty are invited to visit and are offered financial support straightaway. For those students who are successfully recruited, support systems are in place to facilitate the integration of students into the field and to promote their professional development.

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Multi-Cultural Engineering Recruitment for Graduate Education (MERGE) Program

*College of Engineering
University of Illinois at Urbana-Champaign
<http://www.engr.uiuc.edu/mep/merge.html>*

Successes:

- To date, the MERGE program has hosted 479 students from 81 universities across the US and Puerto Rico.
- Each year some 50-60 prospective applicants attend the MERGE program; 35-40 will submit applications; approximately 20-22 are admitted, and 10-15 enroll.

Background

The MERGE visitation program was established in 1997 as part of the College of Engineering's effort to achieve diversity in its graduate programs. Funded by corporate partners, MERGE brings promising graduate school prospects from diverse cultures to the campus for an expense-paid, in-depth view of the programs and facilities available for graduate study at the UIUC. The Chemistry and Physics departments have joined the MERGE program.

Key features:

- Outreach efforts are multifaceted. The MERGE director sends program announcements to the deans of accredited engineering schools across the country, and advertisements are placed in selected magazines. The greatest yields accrue to visits to conferences and schools where the director can interact personally with students.
- Invitations to apply for MERGE are targeted to email lists of students. Such lists include attendees to the California Forum, SROP participants, GEM applicants, National Association of Black Engineers (NSBE), Society of Hispanic Professional Engineers (SHPE), and National Organization of Black Chemists and Engineers (NOBChE).
- Participation in the MERGE program is by invitation only. Students must apply for consideration, and the application includes a personal statement and transcript. Applicants are vetted by faculty, and only those who are potentially admissible are invited to attend.
- Travel, room, and meal expenses are provided for invited participants. The program includes an overview of the graduate programs, faculty, and facilities; a faculty interview; financial aid information; a workshop on the preparation of an application to graduate school; an overview of the cultural activities available; and a social with current graduate students. Faculty are encouraged to submit a summary of their interview, and these notes are appended to the student file if they apply.
- Participating departments may nominate students for the SURGE fellowship. The fellowship provides a package of fellowship and assistantship funds totaling \$20,000 per year, plus tuition and service fees. Support continues for a maximum of five years.

- SURGE fellows participate in professional development activities supported by the Morrill Engineering and Women In Engineering Programs. In addition, each department has academic support activities.

Factors of success:

The goal of the MERGE program is to increase the numbers of admissible applicants from minority students and others from underrepresented groups; it does not seek to influence admissions processes within the departments. Thus, the MERGE program adds value to their recruitment process without undermining the local decision-making within the departments. Involving faculty in the MERGE selection process fosters a good match between prospects attending the program and the credentials sought by admissions committees.

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Department of Chemistry

Purdue University

<http://www.chem.purdue.edu>

Successes:

- Increased enrollment from 15 minority students in 1995 to 55 in 2004
- 19 new PhDs have graduated since 2002
- 68% retention of underrepresented students who entered our PhD programs in the biosciences since 1995

Background

The American Chemical Society recently ranked Purdue second in the nation in the production of minority PhD degree recipients. For the past ten years, the program has targeted recruitment and retention efforts to diversify its graduate student body. Through grant support from the Sloan Foundation and the National Institute of General Medical Sciences (NIGMS), the Department of Chemistry has more than tripled its enrollment of minority students since 1996.

Key features:

- Flexibility in the admission review is important to achieving a diverse student body because students from underrepresented groups often come from unfamiliar pipeline institutions. The committee looks for evidence that a student is willing and able to work hard in the lab and develop strong research skills. Letters of reference and the transcript are weighed heavily, as is prior research experience; the GRE is not viewed as a useful indicator of ability to do well in the program.
- Fellowships and stipend support for first year students are funded from the Sloan grant, and subsequent funding is provided, in part, by the NIGMS Initiative for Minority Student Development (IMSD) grant and NIH supplement grants.
- There are as many as 25 chemistry faculty members advising minority students, ensuring that new minority doctoral students have a large pool of advisers and research areas to consider.
- The department is committed to improving its retention rates by providing better mentoring for minority doctoral students, and ensuring that students have the preparation they need to be successful. Mentoring and tutoring can help students whose background may not have given them adequate preparation, but this is not viewed as an obstacle to success in the program if the student is a good researcher.
- Changes to the doctoral program have been implemented to streamline the exam requirements, and these changes are expected to improve retention of not only minority, but also majority students. A summer enrichment program implemented by the Graduate School's Director of Minority Programs provides help for students preparing for their exams.
- The department hosts a chapter of NOBCChE, the National Organization for the Professional Advancement of Black Chemists and Chemical Engineers. Student find a supportive network and engage in professional development activities through this organization.

Factors of success:

The Department of Chemistry collaborates closely with the Graduate School on recruitment and outreach, to ensure that Purdue maintains a presence at national venues. By highlighting the success of minority students in the department, they are able to garner further success in attracting more students. Ensuring a core group of students is key to success. If there are only one or two minority students in the program, they will feel isolated. By having a critical mass of diverse students, the students are able to develop a supportive network and find a more welcoming climate in the department.

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Minnesota American Studies Students of Color

*Department of American Studies
University of Minnesota
<http://www.cla.umn.edu/american/grad/mas.html>*

Successes:

The numbers of students of color enrolled in the graduate program has increased from 23% in 1996 to 44% in 2005. The program is selective and ranks among the top four programs in American Studies nationally.

Background:

Más(s) Color was created in 1994 in response to concerns about minority student recruitment and retention in the department and at the university at large. Graduate students of color organized around the mission of creating a welcoming and supportive climate for students of color. Now in its 11th year, Más(s) Color is the only departmental graduate student of color organization on the campus.

Key features:

- Más(s) Color is staffed by a graduate assistant (50% FTE) who serves as a coordinator for recruitment activities and departmental events.
- The coordinator works with the Director of Graduate Studies on recruitment of all students, including a joint letter from MAS(s) and the DGS to minority students in the humanities. The coordinator also serves as a liaison for prospective students and organizes a recruitment visitation weekend.
- Retention activities include a brown bag lecture series, professional development workshops, and social events. A small budget enables the organization to
- Activities organized by Más(s) are open to all students in the department and often include students of color from other departments.
- The department collaborates with Chicano, American Indian, African American & African Studies, and the Asian American Studies Program in areas of research and teaching. Many Más(s) Color members seek ways to incorporate Ethnic Studies more fully into American Studies scholarship.

Factors of success:

Más(s) Color creates a community of scholars and a safe place where students of color can support one another and explore intellectual and scholarship issues from their perspectives. The organization is supported, staffed and fully integrated into the core of the department, and faculty participate actively in the recruitment and retention activities.

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