

A Special Issue Recognizing the 2013 AABHE “Outstanding Doctoral Research” Awardees

ANNUALS OF THE NEXT GENERATION

A Journal of the Center for African American Research & Policy

Summer 2013

Volume 4

No. 1

ANNUALS OF THE NEXT GENERATION

A Journal of the Center for African American Research & Policy

Annals of the Next Generation (ANG) is a refereed, scholarly journal that provides a venue to showcase the next generation of scholars of color, by publishing the research of graduate students. *ANG* highlights research from multiple disciplines and areas, and allows these young scholars to present their work to an international audience.

ISSN 1557-4903
Summer 2013, Volume 4, No. 1

ANNUALS OF THE NEXT GENERATION

Editorial Staff

Donald Mitchell, Jr., Ph.D., Editor-in-Chief
Grand Valley State University

Patrick L. Wilson, Student Executive Editor
Concordia University Chicago

Elizabeth A. Daniele, Senior Associate Editor
Syracuse University

John A. Gipson, Jr., Associate Editor, Copy and Content Editing
Grand Valley State University

Thomas F. Noel, Jr., Associate Editor, Book Reviews
University of Rochester

Justine Easter, Managing Editor
Grand Valley State University

Editorial Board

Donald Mitchell, Jr., Ph.D., Editor-in-Chief
Grand Valley State University

Crystal J. Allen, Ph.D.
Lone Star College

Tina L. Ligon
Morgan State University

Evingerlean D. Blakney
University of Southern Mississippi

Chinasa A. Ordu
Clemson University

Douglas J. Flowe
University of Rochester

Anthony J. Plonczynski
University of Rochester

Dominique C. Hill
University of Illinois, Urbana-Champaign

Awilda Rodriguez
University of Pennsylvania

Brandon D. Holland, MSW
Argosy University, Twin Cities

Selena T. Rodgers, Ph.D., LCSW-R
York College of the City University of New York

Sosanya M. Jones, Ed.D.
Southern Illinois University, Carbondale

Charlana Y. Simmons
University of Rochester

Brian W. Kellum
University of Illinois, Urbana-Champaign

Lauren D. Thomas
University of North Carolina, Chapel Hill

Amber M. Wilburn, Ph.D., MPH
Inner City Industry, Inc.

2013 Center for African American Research & Policy (CAARP) Annual National Summit

*“Mentoring: The Power of Multilevel & Multidirectional Support and Information
Sharing Relationships”*

UNC Charlotte Center City, Charlotte, NC
September 13-15, 2013

What is the CAARP Annual National Summit?

The CAARP Annual National Summit is an intensive working session that engages university faculty, graduate/professional students, K-12 educators, community members and other practitioners and researchers from diverse disciplines and multiple perspectives in the collective identification of challenges facing the African American community as well as the development, presentation, and dissemination of viable solutions.

To register or obtain more Summit info, please visit www.caarpweb.com/caarp-annual-national-summit or contact Dr. Ivan Turnipseed, Assistant Director for Programs and Initiatives, at programs@caarpweb.com or 702-767-0620.

Join the American Association of Blacks in Higher Education (AABHE)

Membership Benefits Include

A Subscription to *Diverse Issues in Higher Education*

A Subscription to *Negro Education Review*

Networking Opportunities

Voting Privileges

Individual Membership Fees*

Contributing: \$360.00

Professional: \$180.00

Retiree: \$105.00

Graduate Student (full time): \$55.00

Institutional Membership Fees*

System-Office: \$3000.00

Doctoral Granting: \$2500.00

Master's Level: \$2000.00

Community College: \$1000.00

Affiliate/State Organization: \$500.00

**Membership is based on the calendar year (January–December)*

To learn more about AABHE visit www.blacksinhighered.org.

CALL FOR PAPERS

Annals of the Next Generation (ANG) is a refereed, scholarly journal that provides a venue to showcase the next generation of scholars of color, by publishing the research of graduate students. *ANG* highlights research from multiple disciplines and areas, and allows these young scholars to present their work to an international audience. A manuscript submitted to *ANG* should be a Microsoft Word file. Manuscripts should be formatted into a 8 ½ x 11 document with one inch margins, should be Times New Roman 12 point typeface, and should not be more than 30 double-spaced pages (including references). The submission should conform to the *Publication Manual of the American Psychological Association* (6th edition). The title page should contain the article name, authors' names and complete affiliations, and the address for manuscript correspondence (including e-mail address and telephone number). A descriptive abstract of no more than 100 double-spaced words should be included in the manuscript.

Manuscripts will be acknowledged by the managing editor upon receipt. After an internal editorial review, manuscripts will be forwarded anonymously to at least two external reviewers. The review process may take anywhere from 6 weeks to 3 months. Once the manuscript has been reviewed, the author(s) will be notified about the status of the manuscript. Every effort should be made by the author(s) to remove any identifying markers from the manuscript. Manuscripts accepted for publication are subject to copyediting. Manuscript submission indicates the author's commitment to publish in *ANG* and to give the journal first publication rights. No manuscript known to be under consideration by another journal will be reviewed. It is a condition of publication that author(s) vest copyright of their manuscripts, including abstracts, to The Center for African American Research and Policy.

February 1st and July 1st are the annual submission deadlines. *ANG* also accepts special edition issue proposals throughout the year. All submissions should be submitted to ang@caarpweb.com. If you have any questions, please contact Justine Easter, Managing Editor of *ANG*, via email at ang@caarpweb.com.

ANNUALS OF THE NEXT GENERATION

Editorial Contents

Editorial Introduction—“We Speak Your Names”: *Annals of the Next Generation* and the American Association of Blacks in Higher Education Honor the Next Generation of Scholars

Donald Mitchell, Jr., Grand Valley State University p. 1

American Association of Blacks in Higher Education 2013 “Outstanding Doctoral Research” Award Recipients p. 3

Abstracts

The Parental Investment of First-Generation African American Rural College Graduates in Cultivating College Student Success

Crystal J. Allen, Texas A&M University, College Station p. 5

Diversity Leadership in Practice: Examining STEM Graduate School Preparation Leaders in Their Institutional Contexts

Sosanya M. Jones, Teachers College, Columbia University p. 10

A Review of African American Graduate Student Choice

Edward Collins, University of Nevada, Las Vegas p. 14

“We Speak Your Names”: *Annals of the Next Generation* and the American Association of Blacks in Higher Education Honor the Next Generation of Scholars

*Donald Mitchell, Jr.*¹, *Grand Valley State University, Grand Rapids, MI*

In 2005, Pearl Cleage introduced the poem, “We Speak Your Names,” during Oprah Winfrey’s Legends Ball, an event honoring the legacy of African American (s)heros, such as Maya Angelou, Coretta Scott King, Nikki Giovanni, and Rosa Parks. In a similar fashion, in this special edition of *Annals of the Next Generation (ANG)*, the American Association of Blacks in Higher Education (AABHE) and *ANG* “speak the names” of a new generation of African American scholars whose research focus on the experiences of African Americans.

Each year, AABHE honors the research of doctoral candidates and recent graduates by providing them with doctoral student conference grants. The grants allow scholars of the next generation to attend the annual AABHE national conference, serving as an introduction to the academy, provides an opportunity for networking, and allows the scholars to present their doctoral research to a national audience.

This issue of *ANG* honors the 2013 recipients of AABHE’s “outstanding doctoral research” awardees by speaking their names, and by providing the awardees a scholarly venue to introduce their research to an international audience. The 2013 AABHE outstanding doctoral research awardees and honorable mention recipients were invited to submit abstracts of their doctoral research for peer-review and publication in this special edition issue. *ANG* is excited to highlight and introduce the works of Dr. Crystal J. Allen, Dr. Sosanya Marie Jones, and Dr. Edward Collins—scholars of the next generation—whose abstracts were accepted for publication in this issue.

ANG would also like to acknowledge and speak the names of AABHE’s leadership team, who honored the awardees by facilitating the 2013 AABHE outstanding doctoral research application and selection process: Dr. Brenda Dédé, associate vice president for academic affairs at Clarion University of Pennsylvania and the AABHE Graduate Student Coordinator; Dr. Fred Bonner, Samuel Dewitt Proctor Endowed Chair in Education in the Graduate School of Education at Rutgers University and vice president for research of AABHE; Dr. Barbara Lofton, director of diversity programs for

¹ Donald Mitchell, Jr., Ph.D., is an assistant professor of higher education at Grand Valley State University in Grand Rapids, MI and editor-in-chief of *Annals of the Next Generation*.

You may contact the author at: mitchedod@gvsu.edu

the Sam Walton College of Business at the University of Arkansas and immediate past president of AABHE; finally, we acknowledge the application review team.

As the incoming editor-in-chief of *ANG*, I am joining this publication at a critical juncture in U.S. history. The U.S. is striving towards President Barack Obama's goal to be the most college-educated country by the year 2020; U.S. demographics are shifting and minority populations as a collective will soon be the majority (Malcom, Dowd, & Yu, 2010); national and state policies addressing same-sex marriage and unions, immigration laws, and affirmative action dominate political discourse; and, technology continues to reshape news, activism, and life, and has connected the world in unprecedented ways. While some people would see the current landscape as challenging, I am optimistic that the scholars of the next generation are capable of finding solutions for these societal issues through innovative research, scholarship, policy reform, and activism, which is why *ANG* was founded.

Brandon Daniels (2006), inaugural student editor of *ANG*, noted:

When the Center for African American Research and Policy was created in 2005, our goal was to engage in scholarly research in order to advance critical discourse and promote informed decisions as it pertains to policy issues confronting African Americans in both the academy and the society at-large. (p. 7)

Daniels now serves as director of special programs at the Association of Governing Boards of Universities and Colleges, an organization that works with almost 40,000 individuals who lead and govern United States' colleges and universities; Daniels represents the next generation of scholars who will change the U.S. for the betterment of society; I speak his name.

I am excited about speaking the names of the 2013 AABHE outstanding doctoral research awardees in this special edition issue of *ANG*, and look forward to additional opportunities to recognize and speak the names of future scholars of the next generation during my tenure as editor-in-chief of *ANG*.

Note

To learn more about AABHE's Doctoral Student Conference Grant Competition, visit www.blacksinhighered.org.

References

- Daniels, B. D. (2006). Introduction: Start of a new era. *Annals of the Next Generation*, 1(1), 7.
- Malcom L. E., Dowd, A. C., & Yu, T. (2010). *Tapping HSI-STEM funds to improve Latina and Latino access to the STEM professions*. Los Angeles, CA: University of Southern California.

American Association of Blacks in Higher Education 2013 “Outstanding Doctoral Research” Award Recipients

1st Place—Edward Collins, *University of Nevada, Las Vegas*

Dr. Edward Collins is a post-doctoral researcher for the Cannon Survey Center at the University of Nevada, Las Vegas. His work examines issues of college choice among students transitioning to undergraduate and graduate education. He earned his Ph.D. in higher educational leadership from the University of Nevada, Las Vegas.

Dr. Collins’ dissertation, “A Review of African American Graduate Student Choice,” quantitatively explores the impact of attending a Historically Black College or University on the decision for African Americans to pursue graduate studies.

2nd Place—Crystal J. Allen, *Texas A&M University, College Station*

Dr. Crystal J. Allen is an adjunct professor at Lone Star College. Her research interests include first-generation college graduates, college students on the autism spectrum and the education of the Black family. She earned her Ph.D. in educational administration from Texas A&M University, College Station.

Dr. Allen’s dissertation, “The Parental Investment of First-Generation African American Rural College Graduates in Cultivating College Student Success,” investigates the investment strategies and educational beliefs of college-educated rural families.

3rd Place—Sosanya Marie Jones, *Teachers College, Columbia University*

Dr. Sosanya Marie Jones is an assistant professor of qualitative methods in the Department of Educational Administration and Higher Education at Southern Illinois University, Carbondale. Her research interests include diversity leadership; the politics of diversity, access, retention, and equity policies, practices, and programs; and, international diversity and inclusion higher education policies and practices. She earned her Ed.D. in higher and postsecondary education at Teachers College, Columbia University.

Dr. Jones’ dissertation, “Diversity Leadership in Practice: Examining STEM Graduate School Preparation Leaders in Their Institutional Contexts,” examines the experiences of mid-level STEM graduate school preparation professionals at different institutional types.

4th Place—Marjorie L. Dorimé-Williams, *University of Illinois, Urbana-Champaign*

Dr. Marjorie L. Dorimé-Williams is a research associate for the Center for Higher Education Research & Policy at The Ohio State University. Her research interests include identity intersectionality with a focus on race and class; access, persistence, and retention of Black students in post-secondary education; and, student support programming and evaluation. She earned her Ph.D. in educational policy, organization & leadership at the University of Illinois at Urbana-Champaign.

Dr. Dorimé-Williams' dissertation, "Understanding Socioeconomic Differences in the Relationships Between Black College Students' Involvement and Educational Outcomes," explores the relationships between socioeconomic status, collegiate involvement, and educational expectations of Black students at four-year public institutions, and how institutions can better serve students from diverse socioeconomic backgrounds.

Honorable Mention

Antoinetta M. Aubry, *Jackson State University*

Rhonda M. Fowler, *Texas A&M University, College Station*

Abdallah Ibrahim, *Morgan State University*

Donald Mitchell, Jr., *University of Minnesota, Twin Cities*

Chinasa Ordu, *Clemson University*

Quinita Ogletree, *Texas A&M University, College Station*

Taryn Ozuna, *University of Texas, Arlington*

Jarvis M. Watson, *Dowling College*

Acknowledgement

The editorial staff of *ANG* would like to thank Dr. Brenda Dédé, associate vice president for academic affairs at Clarion University of Pennsylvania and the American Association of Blacks in Higher Education Graduate Student Coordinator, for her assistance in the publication of this special edition issue.

The Parental Investment of First-Generation African American Rural College Graduates in Cultivating College Student Success

Crystal J. Allen¹, Texas A&M University², College Station, TX

This qualitative study examines the parental investment strategies of first-generation African American rural college graduates in cultivating college student success. Extant literature has demonstrated that the role of the family is necessary to support the college student and that the investment of the parent is paramount to student college completion. With more African American first-generation college students earning degrees (U.S. Department of Education, 2010), it is necessary to place the spotlight on how college-going families are created within newly educated Black parental cohorts. Recent studies discuss student-faculty mentoring, college satisfaction, institution-wide activities, and bridge programming that seek to prepare the underprepared (Harris, 2010; Strayhorn, 2010; Strayhorn & Terrell, 2007), but more dialogue is needed that detail the total investment rural parents are making to cultivate positive college outcomes. Although educational attainment is an important goal for African American rural residents, research detailing strategies that cultivated student college completion among this population is needed to fill gaps in the literature.

The objectives of this study were to uncover the parental investment strategies and educational beliefs of African American first-generation rural college graduates and discover how these strategies work together to create second-generation college graduates. Based on the objectives, two research questions were framed to identify parental investment strategies that parents impart to ensure success of their children:

- (a) What parental investment strategies do first-generation African American rural parents use to cultivate college success in their children?
- (b) In what specific ways do these parents transfer their educational beliefs to ensure college completion?

Conceptual Framework

This study utilized concepts from Lieberman's Transgenerational Theory (TGT) and characteristics from Parental Investment literature. It was designed to give voice to the African American rural population. The concepts of language, bonding and family

¹Crystal J. Allen, Ph.D., is an adjunct professor at Lone Star College in North Harris, TX. ²Doctoral institution.

You may contact the author at: crystaldoc2012@gmail.com

evolution within TGT and communication, involvement, cognitive/intellectual stimulation and personal endorsement in parental investment framed this research in an attempt to contribute new knowledge to the field of higher education. According to Lieberman (1979), there are critical periods of learning in childhood during which acquired behaviors, beliefs, and practices are not only transferred but also molded into the child. Specifically, TGT deals with the rules that “govern the communication of acquired practices, behaviors and beliefs between generations” (p. 347). According to Henry et al. (2011) and Adelman (2005), parental investment in the child’s education directly affects the child’s educational outcomes “at both the individual and school district level among youth residing in rural communities and towns in the U.S.” (Adelman, 2005, p. 1164). Interview questions were based on the fusion of the two concepts.

Method

This study utilized qualitative research methods for data collection and analysis. A sample of rural African American first-generation college graduates (FGCGs) with children who have completed college was deemed appropriate to gain information to address the research questions and to understand how a college-going family is created in rural areas. “Sophisticated understandings of how diverse populations of students navigate their ways to and through higher education are warranted” (Harper, 2007, p. 56).

Purposeful sampling was used to recruit participants (Merriam, 2009). The following criteria were used for inclusion in the study: (a) African American; (b) former or current resident of Rural Area 1 or Rural Area 2 (former residents include parents who raised their children in the area but no longer lived in the area); and, (c) a FGCG and second-generation college graduate from any 4-year public or private college or university. Participants were invited to refer other residents of the area who met the criteria. Each family group included parents (mother and/or father) and at least one adult child (male or female). Data collected through interviews and documents were analyzed utilizing content analysis. Ten semi-structured interviews were conducted with parents and their adult offspring (12 participants total). This small sample was chosen to increase depth of understanding and reduce generalizability by allowing the process differences in each household to emerge (Patton, 2002). In an effort to collect thick and rich data, the participants were interviewed in their own homes or workplaces, in a study room in the Freedmen University (pseudonym) library, via telephone, and/or via email.

Participants were selected from two southeast rural areas within the same county. The 2010 census recorded that the population of the county was 43,205, of whom 25% were African American (U.S. Census Bureau, 2010a). As of 2010, Rural Area 1 had a population of 5,770, of whom 39% were African American (U.S. Census Bureau, 2010b). Rural Area 2 had a population of 5,576, of whom 89% were African American (U.S. Census Bureau, 2010c). Recruitment began by gaining access to a local church and members of all nine of the African American Greek-Letter Organization alumni chapters (Alpha Phi Alpha Fraternity, Inc., Alpha Kappa Alpha Sorority, Inc., Kappa Alpha Psi Fraternity, Inc., Omega Psi Phi Fraternity, Inc., Delta Sigma Theta Sorority, Inc., Phi Beta Sigma Fraternity, Inc., Zeta Phi Beta Sorority, Inc., Sigma Gamma Rho Sorority,

Inc., and Iota Phi Theta Fraternity, Inc.) in the area. The African American church was selected due to its years of strength and support for the African American community and its promotion of education (Shankle, 2009).

Results

The results of this study communicated the parental investment strategies and educational beliefs of this population. Data analysis revealed six themes: (a) Catch Them Early, (b) “Set the Tone,” (c) “Keep Them Busy,” (d) “Don’t Let Them ‘Break Rank,’” (e) “Encourage Advancement,” and (f) “Tell the Generations.”

A review of these themes suggests that success was realized through the beliefs of the parents and the strategies that they implemented to help their children to be successful. The participants created strategies and a set of beliefs concerning the value of higher education to help their children discover their own paths to their individual success. Success in general was not the goal; rather, success was measured according to the child’s own interests, talents, and skills. The parents did not feel that they “owned” their children and did not approach promoting college success for their own benefit or to be able to brag of their children’s accomplishments as a result of their influence. Surprisingly, most of the participants in this study replied that they could have received more support from middle and high school staff. The counselors failed to promote a variety of colleges (especially predominantly White institutions) and assisted sparingly in the college application process. The participants reported feeling counselors were biased based on their promotion of workforce and trade programs over college programming.

The results also show that the parents were not considered to be at-risk as the term is defined in first-generation college student literature. The first-generation college graduates were reared in safe, stable two-parent homes, mostly encouraged to attend college by their parents, siblings, or peers. In addition, they demonstrated high motivation to succeed. Based on the findings of this study and the need to craft a comprehensive definition for parental investment, it is recommended that parental investment in college student success be defined as *a combination of support mechanisms, fostered by parents and other investors, involving the consistent communication of a set of beliefs, early exposure, a positive family dynamic, and the utilization of community resources with the intent to cultivate college success in a child.*

Implications

The first-generation graduates in this study parented second-generation college graduates armed with a solid foundation of support, firm belief, values of success, advanced degrees, and the intent to transfer their beliefs to their children and other family members. Thus, a college-going culture was established within these family units. Although this study provides insight into the participants’ experiences and presents feasible recommendations to assist other parents and academic institutions, it also points to areas where further research is needed. Ten families cannot serve as one voice for the entire rural population; gathering more information can inform studies concerning

colleges and universities and family studies on this topic. Five recommendations for research are presented as a result of observations made during this study:

- (a) Inquire further into the parental investment strategies of first-generation African American rural college graduates.
- (b) Study and compare the parental investment strategies and educational beliefs of African American, Caucasian, and Hispanic rural FGCGs.
- (c) Examine and compare the parental investment strategies and college choice decisions of African American families living in rural college towns versus in other rural areas.
- (d) Compare the parental investment strategies of rural versus urban FGCGs.
- (e) Study the parental investment strategies of rural college-educated African American two-parent and single-parent families.

Based on these recommendations, I suggest that the combination of TGT and parental investment strategies created a desired behavior or return on investment (college success). However, the parents in this study were more successful than K-12 schools in their investment strategies because they did not allow their child to feel unsupported at any time. Unfortunately, this means that the schools in the rural communities failed to support the preparedness of the students. Therefore, it is necessary to address ways in which colleges and schools can collaborate with parents and their children to ensure college success.

Although this study centered on parental investment, the fact that K-12 schools were less supportive in fostering a college-going culture could not be ignored. The participants rejected their counselors' advice and went on to earn degrees, because their parents overcompensated for the lack of school support. It is necessary for middle and high schools to service students individually and lend support to experienced parents and lead inexperienced parents. In addition, colleges can alter prospective student programming to cater to the offspring of college graduates. Tweaking the programming and conversations for prospective students with varying levels of support might affect persistence and completion greatly. The results of this study suggest the obligation to support college students involves a balance of parental and institutional support.

References

- Adelman, C. (2005). The toolbox revisited: Paths to degree completion from high school through college. *Journal for Vocational Special Needs Education*, 28(1), 23-31.
- Harper, S. R. (2007). Using qualitative methods to assess student trajectories and college impact. *New Directions for Institutional Research*, 136, 55-68.
- Henry, K. L., Cavanagh, T. M., & Oetting, E. R. (2011). Perceived parental investment in school as a mediator of the relationship between socio-economic indicators and educational outcomes in rural America. *Journal of Youth Adolescence*, 40(9), 1164-1177.
- Lieberman, S. (1979). A transgenerational theory. *Journal of Family Therapy*, 1(3), 347-360.
- Merriam, S. B. (2009). *Qualitative research: A guide to design and implementation*. San Francisco, CA: Jossey-Bass.

- Patton, M. Q. (2002). *Qualitative research and evaluation methods*. Thousand Oaks, CA: Sage.
- Shankle, N. M. (2009). *African Americans and college choice: Case studies of four families* (Unpublished doctoral dissertation). University of Cincinnati, Ohio.
- Srayhorn, T. L. (2010). Bridging the pipeline: Increasing underrepresented students' preparation for college through a summer bridge program. *American Behavioral Scientist*, 55(2), 142-159.
- Strayhorn, T. L., & Terrell, M. C. (2007). Mentoring and satisfaction with college for black students. *The Negro Educational Review*, 58(1-2), 69-83.
- U.S. Census Bureau. (2010a). *State and county quick facts*. Retrieved from <http://quickfacts.census.gov/qfd/states/48/48473.html>.
- U.S. Census Bureau. (2010b). *State and county quick facts*. Retrieved from <http://quickfacts.census.gov/qfd/states/48/4833200.html>.
- U.S. Census Bureau. (2010c). *State and county quick facts*. Retrieved from <http://quickfacts.census.gov/qfd/states/48/4859336.html>
- U.S. Department of Education, National Center for Education Statistics. (2010). *Status and trends in the education of racial and ethnic groups 2010* (NCES 2010-015). Washington, DC: Author.

Diversity Leadership in Practice: Examining STEM Graduate School Preparation Leaders in Their Institutional Contexts

Sosanya Marie Jones¹, Teachers College, Columbia University², New York, NY

Black and Latino students are grossly underrepresented in the science, technology, engineering, and mathematics (hereafter referred to as STEM) fields (Committee on Underrepresented Groups and the Expansion of the Science and Engineering Workforce Pipeline & Committee on Science, Engineering & Public Policy and Global Affairs, 2011). Consequently, within the federal government and the professional organizations representing these fields, there have been calls and demands for more and better leadership to advance diversity issues within these fields (Aguirre & Martinez, 2007; American Council for Education, 2013; Betts, Urias, Chavez, & Betts, 2009; Fullan & Scott, 2009). To date, most of the research within this area focuses on diversity leaders such as presidents, provosts, chief diversity officers, and deans (Aguirre & Martinez, 2007; Leon, 2010; Schmidt, 2009).

While there is a new wave of research focused on probing into the strategies diversity leaders use to accomplish their goals (Bensimon, Harris, & Rueda, 2007; Williams, 2013; Williams & Clowney, 2007), there is still a gross lack of empirical research exploring the practice of diversity leadership that improves recruitment, retention, and inclusion for marginalized populations. In other words, what challenges do diversity leaders face in their daily work, how do diversity leaders overcome these challenges, and what approaches, strategies, and skills do they use to recruit, retain, and support underrepresented populations? This is especially true within the STEM fields, where the focus of research has primarily been on programmatic outcomes related to initiatives designed to bolster underrepresented students of color participation instead of diversity leadership (Williams, 2007). When diversity leadership is examined, rarely do studies seek to understand the experience of diversity leaders within their institutional environment as a way of understanding why these leaders use the strategies and tactics they do. More information is needed about what challenges, opportunities, and contextual elements diversity leaders in higher education face, and the strategies they use in response. These elements all shape the practice of diversity leadership in higher education, as well as how the goals of increasing and retaining underrepresented

¹Sosanya Marie Jones, Ed.D., is an assistant professor of qualitative methods in the Department of Educational Administration and Higher Education at Southern Illinois University in Carbondale, IL.

²Doctoral institution.

You may contact the author at: smj2108@columbia.edu

populations can be brought to fruition.

Method

Using a conceptual framework drawn from contingent theory (Donaldson, 2001), institutional change theory (Chang, 2002), and diversity leadership theory (Kezar, 2008), this study used a comparative-case analysis to provide insight into how leaders of graduate school preparation programs for STEM develop, manage, and sustain their programs and how their particular institutional context shapes and constrains the strategies they use to recruit and retain graduate students of color within STEM fields. This study examines the practice of diversity leadership by three graduate school preparation program leaders (referred to as GPLs) situated at three different campus sites affiliated with the National Science Foundation's (NSF) Alliances for Graduate Education and the Professoriate Program (AGEP). NSF's AGEP Program utilizes graduate school preparation programs (also known as GSPPs) to address all levels of the student of color pipeline, including recruitment, retention, and advancement. I used snowball sampling and a semi-structured interview protocol to conduct a total of 20 interviews. Participants included GPLs, their supervisors, and their staff, as well as faculty mentors who work with GSPPs. I analyzed the data using *Dedoose* qualitative software.

Results

The following six claims emerged based on the coded data, an individual case study analysis, and conducting a cross-case study analysis:

- (a) There are different institutional contexts for diversity and inclusion.
- (b) GPLs seek to increase diversity and inclusion for participants in their program, and they work towards increasing diversity and inclusion beyond their programs.
- (c) While GPLs hold many formal and informal responsibilities, networking, fundraising, and coordinating may be the most essential towards effectively carrying out their diversity and inclusion goals.
- (d) The amount of time GPLs invest in their responsibilities and the type of approaches GPLs take to execute their responsibilities are influenced by the institution's support for diversity and the leadership of the GPL.
- (e) GPLs use particular, purposeful tactics to increase awareness and secure continuing support for their diversity and inclusion goals and activities. These purposeful tactics are strongly influenced by the institution's support for diversity and the GPL's predominant leadership approach.
- (f) GPLs have the ability to positively change their institution's attitudes and practices in a way that can increase support and investment in institutional equity, diversity, and inclusion. However, their capacity to effect change is also limited by their institutional context (e.g., financial constraints, open support for diversity or lack thereof).

Discussion

The findings highlight the primary responsibilities—explicit and implicit—associated with the role of a GPL, various leadership approaches they use to carry out their work, and strategies they use to accomplish their goals. This study also demonstrates how institutional context influences how these leaders prioritize and carry out their responsibilities and strategies.

This study provides empirical support for contingency leadership theory and empirically tests and expands on Kezar's (2008) findings on diversity leaders. The study also operationalizes Chang's (2002) institutional transformation model. In addition, the study provides additional empirical evidence and conceptual understanding about the practice of diversity leadership while offering practical examples of transformative leadership. Other contributions include (a) new knowledge about a unique and understudied group of diversity leaders; (b) new insight into how institutions of higher education and external funding organizations can better support the efforts of these leaders; (c) a broadened understanding of leadership for increasing participation and retention for promising students of color; and, (d) ways to better support and expand the programs that seek to accomplish this goal.

References

- American Council on Education. (2013, April 1). ACE brief calls for strategic diversity leadership in higher education. *News Room*. Retrieved from <http://www.acenet.edu/news-room/Pages/New-ACE-Brief-Calls-for-Strategic-Diversity-Leadership-in-Higher-Education-.aspx>
- Aguirre, A., Jr., & Martinez, R. (2007). Practicing diversity leadership in higher education. *Association for the Study of Higher Education Report*, 32(3), 71-107.
- Bensimon, E., Rueda, R., Dowd, A., & Harris, F., III. (2007). Accountability, equity, and practitioner learning and change. *Metropolitan*, 18(3), 28-45.
- Betts, K., Urias, D., Chavez, D., & Betts, K. (2009). Higher education and shifting U.S. demographics: Need for visible administrative career paths, professional development, succession planning & commitment to diversity. *Academic Leadership Online Journal*, 7(2). Retrieved from <http://www.academicleadership.org/cgi/article/print/higher-education-and-shifting-us-demographics-need-for-visible-administrative-career-paths-professional-development-succession-planning-commitment-to-diversity>
- Chang, M. (2002). Preservation or transformation: Where's the real educational discourse on diversity? *The Review of Higher Education*, 25(2), 125-140.
- Committee on Underrepresented Groups and the Expansion of the Science and Engineering Workforce Pipeline and Committee on Science, Engineering, and Public Policy and Global Affairs. (2011). *Expanding underrepresented student of color participation: America's science and technology talent at the crossroads*. Washington, DC: National Academies.
- Donaldson, L. (2001). *The contingency theory of organizations*. Thousand Oaks, CA: Sage.

- Fullan, M., & Scott, G. (2009). *Turnaround leadership for higher education*. San Francisco, CA: Jossey-Bass.
- Kezar, A. (2008). Understanding leadership strategies for addressing the politics of diversity. *The Journal of Higher Education*, 79(4), 406-441.
- Leon, R. (2010). Strategies for institutional transformation: A multi-case study of the chief diversity officer position. (Unpublished doctoral dissertation). University of Wisconsin, Madison, WI.
- Schmidt, P. (2009, February 10). Survey of chief academic officers raises concerns about diversity and longevity. *The Chronicle of Higher Education*. Retrieved from <http://chronicle.com/article/Survey-of-Chief-Academic-Of/1518/>

A Review of African American Graduate College Choice

Edward Collins¹, University of Nevada, Las Vegas, NV

Choosing to obtain a 4-year undergraduate degree is often noted as the gateway that leads to new and unforeseen opportunities. However, it has not always been a common initiative that a college education should be available to anyone who wanted it. As in the 1960s, college was limited for people of color, and prior to the 1940s, it was reserved for the elite and White males (Kinzie et al., 2004). Nonetheless, given America's change in ideology on who should and can attend college and an increasing minority population—both in higher education and nationwide—a focus on issues of access and equity in higher education has emerged, and researchers have concentrated on exploring the college enrollment decisions of students of color (Bergerson, 2009).

Substantial research exists that examines the undergraduate college choice process (e.g., Perna, 2006); additionally, there has been a growing body of research that investigates the influence of race/ethnicity on 4-year attendance (e.g., Carter, 2001). However, little research has been dedicated to investigating the graduate and professional school choice process of college graduates, and more specifically, Black collegians. Furthermore, highlighting the themes that enhance the likelihood of Black students attending graduate/professional school would assist in the overall progression of fulfilling the educational goals and aspirations of a historically underrepresented population in higher education, thereby increasing the nation's pool of Black medical doctors, attorneys, college professors, and other educated workers (Carter, 2001; Hossler, Schmit, & Vesper, 1999). Thus, the purpose of this study is to identify factors (e.g., academic achievement, background characteristics, undergraduate institutional characteristics) that contribute to graduate college choice.

Drawing on Perna's (2006) proposed college choice model, this study explores and identifies the characteristics (e.g., academic achievement, financial aid, background characteristics, higher education context, ect.) that may influence Black students' decisions to enroll in graduate education, and investigates if attending a historically Black college or university (HBCU) as an undergraduate student influences enrollment choice decisions. Inasmuch, this study seeks to answer the following research questions (RQ):

RQ 1: How does attending a historically Black college or university influence Black students' likelihood to enroll into graduate education?

¹Edward Collins, Ph.D., is a post-doctoral researcher in the Cannon Survey Center at the University of Nevada, Las Vegas.

You may contact the author at: edward.collins@unlv.edu

RQ 2: How does academic achievement, financial aid (i.e., Pell Grant), background characteristic (e.g., age, gender), social and cultural capital (i.e., parental educational level), undergraduate major, and institutional characteristics impact Black, baccalaureate degree earners' decisions to enroll in graduate education? How do these factors vary across gender?

Method

The Baccalaureate and Beyond Longitudinal Study 1993/2003 (B&B: 93/03) was used as the dataset (Wine, Cominole, Wheelless, Dudley, & Franklin, 2005). The B&B: 93/03, sponsored by the U.S. Department of Education, followed a cohort of students who earned 4-year degrees during the 1992-93 academic year. The B&B: 93/03 study consists of data from students who were first interviewed as part of the 1993 National Postsecondary Student Aid Study, which focused on how students and their families financed their postsecondary education. The students were interviewed and undergraduate transcripts were collected during the first B&B: 93/03 follow-up study in 1994 (Wine et al., 2005). Three years later, in 1997, a second follow-up was conducted, and the final follow-up took place in 2003 (Wine et al., 2005). Approximately 8,970 students responded to the B&B: 93/03 (Wine et al., 2005). However, this study includes only those students who identified as Black, non-Hispanic, of which, about six percent or 560 students identified as such.

Binary logistic regression was used to analyze the data; logistic regression is a type of regression analysis used when the dependent variable is categorical. The logistic regression model estimates the odds-ratio of an outcome occurring (e.g., enrollment into graduate school) relative to the baseline category (e.g., never enrolled in graduate school).

Results

RQ 1 examined the role attendance at an HBCU has on students' decisions to matriculate into a graduate degree program before and after controlling for the remaining college choice independent variables. The results of RQ 1 yielded no significant difference. Findings suggest that students who attended an HBCU as an undergraduate, are just as likely or unlikely, to pursue a graduate degree as students from a non-HBCU, with or without controlling for variables such as GPA, financial aid, gender, age, parental support, parental education level, academic discipline, and institutional control (i.e., private, public). Also analyzed by logistic regression, the results of RQ 2 indicated that the likelihood of graduate school enrollment for Black students was positively related to GPA, Pell Grant awards, and parental education. In addition, the likelihood of Black males enrolling in graduate school was positively related to GPA at a significant level, whereas, the likelihood of graduate school enrollment for Black females was positively related to parental education and GPA at significant levels.

Discussion

What motivates graduate college choice is an emerging topic of interest to educational researchers who seek to comprehend the determinants of educational attainment. It also concerns institutional officials who look to improve recruitment strategies, enrollment models and admission policies, as well as policy makers who seek to improve the nation's access to higher education. The implementation of effective educational policy—whether at the institutional level to improve recruitment, or at the state and national levels to equalize educational opportunity—will depend on varied research explorations to help all students matriculate (Bergerson, 2009).

This study's investigation of the propensity of Black students to pursue graduate education was influenced by three variables: academic achievement, financial aid (i.e., Pell Grant), and cultural capital (i.e., parental education level). Perhaps the most apparent policy implication that can be derived from this study is sustaining the need-based Pell Grant award, as research notes that federal financial assistance such as this greatly increases minority higher education enrollment (Kinzie et al., 2004; Roebuck & Murty, 1993).

Additionally, the importance of HBCU undergraduate attendance to such issues as social integration, academic achievement, and persistence to degree has been established in prior studies (Allen, 1992; Lundy-Wagner, 2012; Pascarella, Nora, & Terenzini, 1995); however, the relevance of these institutions is often a topic of contention. One potential reason why HBCU attendance was not a significant contributor to Black students' graduate choice may be due to the relative sample size of this population in comparison to those Blacks students completing their undergraduate degrees from a non-HBCU.

References

- Carter, D. F. (1999). The impact of institutional choice and environments on Africa Americans and White students' degree expectations. *Research in Higher Education, 40*(1), 17-41.
- Carter, D. F. (2001). *A dream deferred? Examining the degree aspirations of African American and White college students*. New York, NY: RoutledgeFalmer.
- Bergerson, A. A. (2009). College choice and access to college: moving policy, research and practice to the 21st century. *ASHE Higher Education Report, 35*(4), 1-141.
- Hossler, D., Schmit, J., & Vesper, N. (1999). *Going to college: How social, economic, and educational factors influence the decisions students make*. Baltimore, MD: Johns Hopkins.
- Kinzie, J., Palmer, M., Hayek, J., Hossler, D., Jacob, S. A., & Cummings, H. (2004). *Fifty years of college choice: Social, political, and instructional influences on the decision-making process* (Vol. 5, No. 3). Indianapolis, IN: Lumina Foundation for Education.
- Lundy-Wagner, V. C. (2012). Contributing beyond the baccalaureate: Graduate and professional degree programs at HBCUs. In R. T. Palmer, A. A. Hilton, & T. P. Fountaine (Eds.), *Black graduate education at historically black colleges and*

- universities: Trends, experiences, and outcomes* (pp. 25-40). Charlotte, NC: Information Age.
- Perna, L. W. (2006). Studying college access and choice: A proposed conceptual model. In J. C. Smart (Ed.), *Higher education: Handbook of theory and research* (Vol. XXI) (pp. 99–157). Dordrecht, The Netherlands: Springer.
- Wine, J. S., Cominole, M. B., Wheelless, S., Dudley, K., & Franklin, J. (2005). *1993/03 Baccalaureate and beyond longitudinal study (B&B 1993/03) Methodology report* (NCES 2006–166). U.S. Department of Education. Washington, DC: National Center for Education Statistics.

