“Our deepest calling is to grow into our own authentic self-hood, whether or not it conforms to some image of who we ought to be. As we do so, we will not only find the joy that every human being seeks--we will also find our path of authentic service in the world.”

— Parker J. Palmer
Academic, Personal and Professional Experiences of International Graduate Students and Students of Color.

Ferlin McGaskey

We Are One Summit
September 7th, 2017
Learning Outcomes

Participants will

• describe the experiences of international graduate students and graduate students of color

• dialogue about potential practices that facilitate inclusive professional identity development
Why is it important to think about how we support international and underrepresented minority graduate students?

Group into 4 and discuss (five minute)
Graduate Education

Graduate education continues to be a sought after enterprise by both international students and underrepresented minority students.
<table>
<thead>
<tr>
<th>Academic Level</th>
<th>Int’l Students (13/14)</th>
<th>% of Total (13/14)</th>
<th>Int’l Students (14/15)</th>
<th>% of Total (14/15)</th>
<th>% of Change</th>
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<tr>
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</table>
Why is this a good thing?

International students added 35.8 Billion to USA economy (IIE, 2016)
Contribute to research that enhances the quality of faculty and academic programs (NFAP, 2013)
Foster innovation in products and processes (NFAP, 2013)
URMs increase the diversity of thought and perspective leading to increased critical analysis, academic, and intellectual skills (Espenshade & Radford, 2009)
Acculturation

An individual’s adjustment process constituting the outcome of the interactional dynamics between two or more cultural systems (Sodowsky, Lai, & Plake, 1991).
Acculturation into a Disciplinary Identity

Performance
Social performances of relevant scientific practices e.g. ways of talking, use of tools, etc...

Recognition
Recognizing oneself and being recognized by others as a scientific person

Competence
Knowledge and understanding of science content (may be less visible than performance)
Personal Identity

- Interests
- Possessions
- Friends
- Family
- Work
- Hobbies
- Practices, habits
- Ethnicity
- Appearance
- Beliefs
- Values
- Choices
- Creations
- Objects
## Acculturation Challenges

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<th>International</th>
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<tr>
<td>Expectations</td>
<td>Stereotype Threat</td>
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<tr>
<td>Building Social Networks</td>
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</table>
When I forget my own inner multiplicity and my own long and continuing journey toward selfhood, my expectations of students become excessive and unreal. If I can remember the inner pluralism of my own soul and the slow pace of my own self-emergence, I will be better able to serve the pluralism among my students at the pace of their young lives.” — Parker J. Palmer
# Inclusive Professional Identity Development

## 1. Proactive Planning

- Plan ahead for a variety of needs and interest that your students may have based on their background and/or experiences.

- Examine your positionality as an instructor/advisor/mentor/supervisor and how that might influence how you see your students.

- Create products, structures, and approaches based on your planning that indicate your intent for an inclusive approach to fostering the development of an academic and disciplinary identity.

## 2. Engaged and Varied Practices

- Build a reflective practice and welcoming environment for discussion, dialogue, and feedback.

- Employ varied teaching methods.

- Consider a varied and diverse selection of professional development opportunities for and with your students to meet their developmental needs.

## 3. Varied Role of Instructor

- Consider when it is appropriate to be a mentor/coach/friend/co-learner/confidant.

- Invite others beyond the institution/department/discipline for facilitate needed support and development.

- Develop a feedback approach to receive necessary feedback from your student.
Case Studies

Apply the Inclusive Professional Identity Development Framework to the Case Studies
Reflecting on Current and Future Professional Identity Development

"If we want to grow… -- we must do something alien to academic culture: we must talk to each other about our inner lives -- risky stuff in a profession that fears the personal and seeks safety in the technical, the distant, the abstract."

— Parker J. Palmer
Questions?
Thoughts?
Thank You!

Ferlin McGaskey (fmcgaske@utk.edu)