

“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 7<sup>th</sup> , 2017



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**TENNESSEE**  
KNOXVILLE

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# 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

## International Students By Academic Level (USA), 2013-2014 & 2014-2015

Academic Level	Int'l Students (13/14)	% of Total (13/14)	Int'l Students (14/15)	% of Total (14/15)	% of Change
<b>Total Graduate</b>	329,854	37.2	362,228	37.2	9.8
<b>Master's</b>	181,371	20.5	208,355	21.4	14.9
<b>Doctoral</b>	114,790	13.0	118,104	12.1	2.9
<b>Professional</b>	11,382	1.3	10,218	1.0	-10.2
<b>Graduate Unspecified</b>	22,311	2.5	25,551	2.6	14.5

## International Students Total (Tennessee), 2013-2014 & 2014-2015

Academic Level	Int'l Students (13/14)		Int'l Students (14/15)		% of Change
<b>Total</b>	3476		3222		-7.3

# Underrepresented Students of Color (USA) 2013-2014 & 2014-2015

Race	(13/14)		(14/15)		% of Change
<b>Total Graduate</b>	389828		389319		-.13
<b>African American</b>	170164		161605		-5
<b>American Indian</b>	7777		7564		-2.7
<b>Asian</b>	83381		87097		4.5
<b>Hispanic</b>	124380		129867		4.4
<b>Native Hawaiian or Other Pacific Islander</b>	3616		3186		-12

Underrepresented Students of Color (Tennessee), 2013-2014 & 2014-2015					
Race	(13/14)		(14/15)		% of Change
<b>Total Graduate</b>	8180		8542		4
<b>African American</b>	5689		5961		4
<b>American Indian</b>	102		117		14
<b>Asian</b>	1247		1427		14
<b>Hispanic</b>	1113		1011		9
<b>Native Hawaiian or Other Pacific Islander</b>	29		26		-10

# 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)

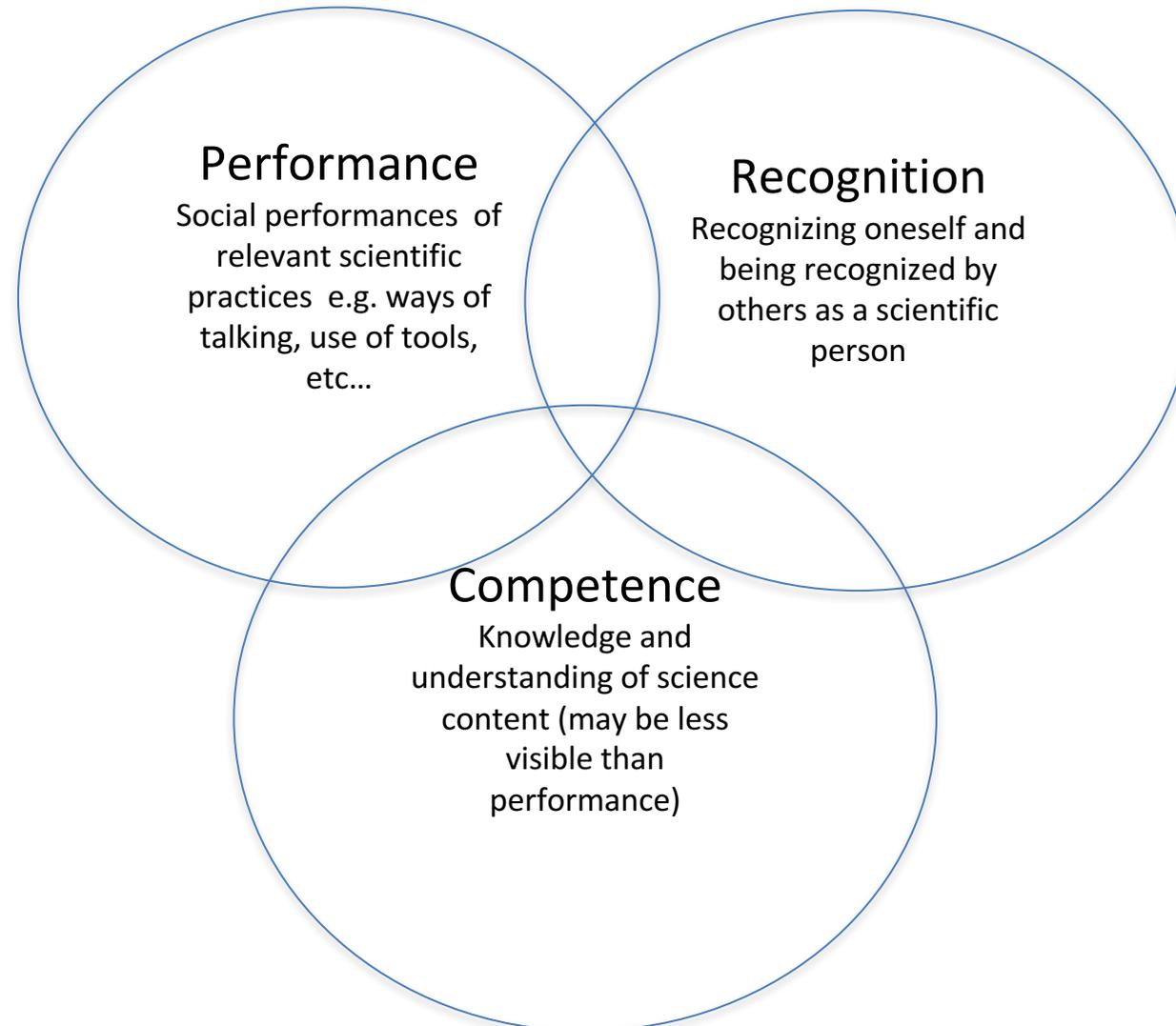


**CAUTION**

# 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



# Personal Identity



# Acculturation Challenges

International

Language Difficulties

Cultural Differences

Academic Structure Differences

Expectations

Building Social Networks

URMs

Cultural Differences

Expectations

Building Social Networks

Stereotype Threat

# Inclusive Professional Identity Development

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



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# 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



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Questions?

Thoughts?

Thank You!

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