

Recruiting and Retaining Diverse Students at Washington University in St. Louis

Chancellor's Graduate Fellowship Program

The Chancellor's Graduate Fellowship was initiated in 1991 to increase the presence of African American graduate students at Washington University in St. Louis and ultimately the number of African American faculty.

The Chancellor's Fellowship has low attrition and excellent degree completion. Of 46 Fellows who have left Washington University, only 8 earned no degree and 5 completed master's degrees instead of the doctorates they had started; 33 alumni (72%) earned the degrees they had intended to earn.

The Chancellor's Fellows are entering the STEM fields at a higher rate than previously. Only 4 of the 33 alumni completed degrees in STEM disciplines (12%), but 9 of the 28 current Fellows are enrolled in STEM programs (32%).

In addition to monetary support, the students are provided with mentorship and guidance from the Assistant Dean of the Graduate School of Arts and Sciences. The Assistant Dean plans social and academic activities, oversees funding, and monitors the academic progress of the Fellows. Chancellor's Fellows attend plays, musicals, sporting events, and parties. They also attend academic events. Each year the Chancellor's Fellows select a nationally known scholar to speak to the entire University. Past conferences have featured Angela Davis, Mae Jemison, Joycelyn Elders, Julian Bond, Michael Eric Dyson, Patricia Hill Collins, and Na'im Akbar.

The Chancellor's Graduate Fellowship Program

ELIGIBILITY/AREA OF STUDY: The Chancellor's Graduate Fellowship Program is open to students who will receive their doctorate in a STEM discipline and who are currently on a research fellowship, with a credit ratio or an amount of 100% for a Ph.D. degree.

FELLOWSHIP TERMS: Fellowships are awarded for one year, renewable for a second year. For the first year, fellows will receive a stipend of \$12,000 per year plus tuition, health insurance, and a travel allowance. For the second year, fellows will receive a stipend of \$10,000 per year plus tuition, health insurance, and a travel allowance.

PROGRAM COMMUNITY ACTIVITIES: Fellows will be invited to participate in a variety of activities, including: attending seminars, conferences, and workshops; participating in research projects; and attending social events.

APPLICATION DEADLINE: January 15, 2004. Applications should be sent to the Assistant Dean of the Graduate School of Arts and Sciences, Washington University, One Brookings Drive, Campus Box 1113, St. Louis, MO 63193-1113. Phone: (314) 935-4623. Website: www.gradschool.wustl.edu


FOR MORE INFORMATION PLEASE CONTACT:
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The flier shown above reflects a change in this program; the Chancellor's Fellowship has expanded to include students from all backgrounds who feel they can contribute to the diversity of our campus and who want to become college or university professors.

Mr. & Mrs. Spencer T. Olin Fellowship

The Olin Fellowship for Women in Graduate Study was initiated in 1974 to increase the entry of women into higher education and the professions.

The Olin Fellowship has low attrition and excellent degree completion. Of 195 Fellows who have left Washington University, only 10 earned no degree and 19 completed master's degrees instead of the doctorates they had started; 166 alumnae (85%) earned the degrees they had intended to earn.

The Olin Fellowship Program has always attracted women in the STEM fields. 22 of the 58 alumnae who earned research doctorates did so in STEM disciplines (38%), and another 14 of the 41 Fellows currently pursuing research doctorates are enrolled in STEM programs (34%).

In addition to monetary support, the students are provided with mentorship and guidance from an Associate Dean in the Graduate School of Arts and Sciences. The Associate Dean plans social and academic activities, oversees funding, and monitors the academic progress of the Fellows. Olin Fellows enjoy social gatherings, recruiting events, and conference-planning meetings. Each year the Olin Fellows select a nationally known scholar to keynote a conference open to the entire University. Past speakers have included Juanita Kreps, Jill Conway, Marilyn French, Johnnetta Cole, Jamaica Kincaid, Shirley Tilghman, Nadine Gordimer, Peggy Orenstein, Barbara Ehrenreich, and Susan Faludi.


THE MR. AND MRS. SPENCER T. OLIN FELLOWSHIP FOR WOMEN

ELIGIBILITY/AREA OF STUDY: The Olin Fellowship Program is open to women who will receive their doctorate in a STEM discipline and who are currently on a research fellowship, with a credit ratio or an amount of 100% for a Ph.D. degree.

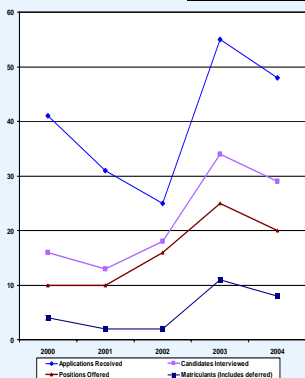
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An Example of Actively Engaging Faculty in Minority Recruitment



In 2001, the Division of Biology and Biomedical Sciences (DBBS) formed a committee on diversity to recruit and serve a diverse population of students. The Diversity Steering Committee (DSC) is composed of DBBS faculty, staff, and students. The DSC's mission is to recruit and retain under-represented minority students in the biomedical sciences through outreach, education, research, networking and career guidance.

The DSC currently relies upon three interrelated interrelated strategies to engage DBBS faculty:

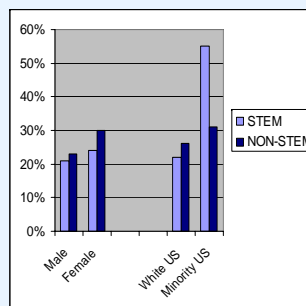
1. Faculty serve as mentors in the Biomedical Research Apprenticeship Program (BiomedRAP). BiomedRAP is a 10-week summer internship, created in 2002 to provide an opportunity for undergraduate students from groups traditionally underrepresented in biomedical research fields to have an opportunity to conduct research with a DBBS faculty member.

2. Faculty attend national minority meetings and conferences. DBBS sends not only its professional recruiting staff but also at least 5 faculty members to the Society for Advancement of Chicanos and Native Americans in Science annual meeting and the Annual Biomedical Research Conference for Minority Students.

3. Faculty participate in DBBS Speakers Bureau. Each semester, DBBS sends faculty to targeted undergraduate institutions to present seminars. In addition, they interact with students interested in biomedical research, publicize our summer programs for minority and disadvantaged undergraduates, communicate the research done by our faculty and the strengths of our graduate programs, and establish relationships with faculty at the minority-serving institutions they visit.

During the past five years, DBBS has experienced a significant increase in the quality and quantity of applications received from underrepresented minority students for all Ph.D. programs (see graph at left).

Attrition by Gender & Race/Ethnicity in the Ph.D. Programs



The bar chart at left shows attrition for five cohorts in Ph.D. programs in Arts & Sciences. These students began their doctoral programs in 1996-2000. The "STEM" bars represent 683 students in 16 math and science programs (excluding engineering). The "non-STEM" bars represent 408 students in 22 humanities and social science programs.

Attrition by gender is shown for all students. Of the 421 men and 262 women entering math and science programs, 21% of the men and 24% of the women have left; of the 188 men and 220 women entering humanities and social sciences programs, 23% of the men and 30% of the women have left. These figures are lower than national averages but match national trends by being lower in the STEM disciplines than in the non-STEM disciplines and lower for men than for women.

Attrition by race/ethnicity is shown for white U.S. students and for under-represented minority U.S. students. The "Minority" bars include all African American, American Indian/Alaskan, and Hispanic students. (Asian students are excluded, as are international students of all races and ethnicities.)

The number of students included in "Minority U.S." is not statistically significant. Of the 387 white U.S. students and 22 minority U.S. students entering math and science programs, 22% of the whites and 55% of the minority students have left; of the 267 white U.S. and 26 minority U.S. students entering humanities and social sciences, 26% of the whites and 31% of the minority students have left. To an unknowable extent, the discrepancy between UW averages and attrition of under-represented minority U.S. students in the STEM disciplines may be due simply to the small size of the population. Recruiting a larger population, as DBBS has begun to do (see the lower left quarter of this poster for details), will hopefully improve retention and will certainly help the statistics for attrition and retention reach statistical significance.

Despite small numbers, the fact that attrition for female students who have Olin Fellowships is lower than overall attrition for women and that attrition for African American students who have Chancellor's Fellowships is lower than overall attrition for under-represented minorities suggests that the mentoring and networking provided to the fellowship recipients makes a positive difference in their completion of their desired degrees. (See top half of this poster for details.)