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“A Model of Support for African American Doctoral Student Success: Bridging Mentoring, Professional Development, and Scholarship”

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A Model of Support for African American Doctoral Student Success: Bridging Mentoring, Professional Development, and Scholarship

A CLOSER LOOK AT THE AUBURN UNIVERSITY HOLMES SCHOLARS® PROGRAM

Present By:

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Statement of the Issue

For many African American doctoral students progress towards degree completion is an excursion twisted with obstacles

- low degree completion rates at preceding educational levels &
- under-representation of minority faculty (Gasman, Hirschfield, & Vultaggio, 2008; Thompson, 2006; Willie, Grady, & Hope, 1991).
- misunderstood and misdirected in the types of support that they may need to succeed in graduate school (Gallien & Peterson, 2005).
- finding the right faculty advisor who can shape research agendas
Supporting Literature

- Faculty mentoring has been characterized as: “activities and interactions that may be related to work, skill acquisition, and social or emotional aspects of the mentor or the protégé (Davidson & Johnson, 2001, p. 51).

- The nature of faculty mentorship is considered one of the strongest determining factors of African American degree completion (Willie, Grady, & Hope 1991).

- A faculty member who is generally interested in a doctoral student’s research agenda, professional development and degree completion can be important to an African American’s degree completion regardless of race.
Relevance

- The Holmes Partnership established the Holmes Scholars program to provide support and mentoring for underrepresented students in leadership positions in professional development schools and institutions of higher education.
Implications for Action

- The Auburn Holmes Scholars Model embraced those ideas and developed a model that incorporates mentoring, professional development, and participation in scholarly research thereby leading to degree attainment.
A Closer Look at the Auburn University Holmes Scholars® Program

Degree Attainment

- Professional Development
- Scholarship
- Mentoring
Professional Development in Action

- Graduate study seminar series for graduate students in the College of Education
- Serve as Ambassadors for the College of Education
- Mock interview sessions
- Lunch and Learn series
- Provided books
Mentoring in Action

- **Build a solid personal foundation**
  - Holmes Scholar advisor shared personal story
  - Deliberate in establishing a relationship of trust and respect
  - Post doctoral mentoring in scholarly research

- **Demonstrate strong confidence in Scholars**
  - Dean and Faculty Advisor
    - Encouraged to apply for fellowships
    - Encouraged to submit conference proposals
Mentoring in Action

- Enhance management and leadership skills
  - Invitation to serve on College of Education (COE) committees
    - COE Assessment committee
    - COE Graduate Curriculum committee
    - COE Dean’s search committee

- Provide professional reference
  - Secure assistantship
  - Post doctoral support for employment networking
**Scholarship in Action**

- Provided a strong foundation for subsequent academic and/or research careers by stimulating students' research and scholarly productivity

- Scholars participated in “Planting the Seed for Publishing” workshops

- Scholars disseminated their research findings at peer-reviewed conferences and in scholarly publications

- Scholars served as reviewers and assistant editors for peer-review journals
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