Increasing the Number of Minority Principals to Close the Achievement Gaps:

Strategies for Increasing the Enrollment of Minority Students in Educational Leadership -

Review of Relevant Literature

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Dedication

This Master thesis is dedicated to the two people I love the most in the whole world:

Edric Mbianda Mbachu

and

Ezarlin Nchakou Mbachu

- My beloved sons and best friends -

For their unreserved support and for teaching me the true

meaning of friendship, love, patience, loyalty, and family.

They resisted the manipulations and obstructed plans that were aimed at frustrating me.

No other children will ever care more for their father!

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Abstract

While there is a growing body of American literature on minority principals, there still exists a scarcity of Canadian research on principal diversity. Although the numerous benefits derived from having minority principals have been reported in the literature, the number of minority principals in Canada has not kept pace with the increasing number of visible minority citizens and K-12 students. Clearly, minority teacher recruitment, development and retention efforts are critical to increase future minority principals, but preparing more minority students in educational leadership programs must become a priority. The following research question guides this study: What does the literature suggest can be done to increase the number of minority students in Canadian educational leadership graduate programs? In addressing the question, this study reviewed strategies in the literature that have been identified and/or used to recruit, develop and retain minority students in higher educational settings. It then specifically discusses how these strategies can be used to increase the enrolment of visible minority students who are traditionally underrepresented in educational leadership programs, in comparison to their representation in the Canadian society and schools.

Résumé

Bien qu'il existe aux États-Unis une quantité croissante de documentation sur les directeurs issus d'une minorité, il en existe peu au Canada. Combler les postes de directeur avec des membres d'une minorité comporte de nombreux avantages. Par contre, le nombre de directeurs issus d'une minorité au Canada n'augmente pas d'une manière proportionnelle au nombre de minorités en général et au nombre d'étudiants de catégorie K-12. Il est clair que les efforts en matière de recrutement, de formation continue et de rétention de professeurs provenant d'une minorité sont essentiels pour augmenter le nombre de futurs directeurs issus d'une minorité. Cependant, la priorité doit être accordée à la préparation d'un plus grand nombre d'étudiants provenant d'une minorité dans le cadre de programmes de leadership. La présente étude se penche sur la question suivante : quels sont les moyens suggérés dans la documentation pour augmenter le nombre d'étudiants issus d'une minorité au Canada qui sont inscrits dans des programmes d'études supérieures en éducation? La présente étude, dont l'objectif est de répondre à cette question, se veut un examen des stratégies proposées dans la documentation pour recruter, former et retenir des étudiants membres d'une minorité dans des programmes d'études supérieures. En outre, la présente étude aborde les méthodes selon lesquelles ces stratégies peuvent être utilisées pour augmenter le nombre d'étudiants membres d'une minorité inscrits dans des programmes de leadership en éducation, lequel nombre n'est pas proportionnel au nombre de minorités dans les écoles et au Canada en général.

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CHAPTER ONE

Background Information

1.1. Introduction

While there is a growing body of literature on ethno-cultural minority school administrators, especially minority principals in the American context, there exists a scarcity of Canadian research on diversity in the principalship, and on the strategies graduate programs use to recruit and prepare potential principal candidates from visible minority groups. Researchers (e.g., Carr, 1997; Sanchez, Thornton, & Usinger, 2008) have asserted that entire school systems derive many benefits from having minority school leaders. Yet, despite the increasing number of visible minorities in Canadian society (Statistics Canada, 2005, 2008b) and student populations (Billot, Goddard, & Cranston, 2007), minority principals are grossly underrepresented (Goddard & Hart, 2007; McDougall, 2010; Ryan, Pollock, & Antonelli, 2007). Quebec Human Rights Commission (2011) pointed out that "although school boards are required to institute Equal Access Employment Programs pursuant to the Act respecting equal access to employment in public bodies, many primary and secondary schools do not achieve their representation goals" (p. 79). Moreover, for some positions these legal objectives are largely insufficient in terms of providing an adequate reflection of the ethno-cultural diversity of most schools.

In response to the growing ethno-cultural diversity in student populations, American researchers have called for measures and policies to attract minorities into school administration (e.g., Young, Petersen, & Short, as cited in Young & Brooks, 2008). Others (e.g., Sanchez & al., 2008) have focused on ways to increase the number of minority school leaders. However, a critical step in increasing the number of minority principals is the preparation of more minority students in educational leadership programs (Sanchez et al., 2008; Tillman, 2003; Valverde &

Brown, 1988) who represent and reflect the cultural diversity of schools. The issue of improving the enrolment of minority students in higher education is complicated by the many different aspects of both the students and the institution (Thomason and Thurber, 1999).

This study examines strategies in the literature that have been identified and/or used for improving the recruitment, preparation and retention of underrepresented or ethno-cultural minority students in higher educational settings. It also discusses practical approaches that educational leadership graduate programs in Canada can design and implement to increase their pools of minority applicants, students and graduates. Although almost all the strategies reviewed in this study are American based and by American scholars, it is hoped that Canadian preparation programs can use these strategies to improve the enrolment of minority students, and by extension of minority principals, to reflect the number of visible minorities in Canadian society and student populations. As with most public universities in the United States, Canadian universities should consider how shifting societal demographics is changing the racial and ethnic composition of their student populations.

Under the *Employment Equity Act*, and as used by Statistics Canada, members of visible minorities are persons, other than Aboriginal persons, who are non-Caucasian in race or non-white in color′ (Statistics Canada, 2005, 2008a; McDougall, 2010). The ten groups include Chinese, South Asian, Black, Filipino, Latin American, Southeast Asian, Arab, West Asian, Japanese and Korean (Statistics Canada, 2005). The present study uses the term "visible minorities" (also shortened to "minorities") as a collective noun for all "non-white", "people of color" or "racialized minorities", as used in other studies cited. More important, "minority" or "minorities" has been used throughout this literature review to refer exclusively to either visible minorities in the Canadian context and/or ethno-cultural minorities in the U. S. context.

1.2. Changing Demographics in Canadian Society and Schools

Between 2001 and 2006, the population of visible minorities in Canada rose from 13.4% to 16.2%**.** It is projected that by 2017 this population will increase to between 19% and 23% (Statistics Canada, 2005, 2008b). Winchester (2005, as cited in Goddard, Billot, & Cranston, 2006) has reported that Canada has a higher ratio of immigrants to native-born than any other country. It is "important to recognize that close to 80 percent of all immigrants to Canada are now of visible minorities" (Harvey & Houle, 2006, p. 5). The changing demographics in Canadian society have been accompanied by an increase in ethno-cultural diversity of the student populations (Billot et al., 2007; Goddard et al., 2006; The Learning Partnership, 2007). It is consequently imperative that schools recognize and respond to the different needs of students (Ministry of Education, 2003, as cited in Goddard et al., 2006).

In Canada, therefore, "more and more pupils will be immigrants and /or will be of visible minority identity in the near future, and this situation will have its own distinct characteristics" (Harvey & Houle, 2006, p. 39). Not surprisingly, the increase in ethno-cultural diversity in schools is creating new challenges for our public education systems (Harvey & Houle, 2006; The Learning Partnership, 2007). According to Don Drummond, Senior Vice President and Chief Economist, TD Bank Financial Group, "The demographic trends we are facing are truly sweeping and will place new challenges on institutions responsible for Canada's future prosperity, including our educational system" (The Learning Partnership, 2007, p. 2).

More important, "the changing demographics in student populations are especially having a major impact on the work of educators, particularly those in formal leadership positions within the school" (Billot et al., 2007, p. 3). However, the educational administration field does not reflect the changing demographics in Canadian society and schools (Goddard & Hart, 2007;

McDougall, 2010; Ryan et al., 2007). Although data on the number of minority principals in Canada is absent, studies indicate that schools represent the status quo and most principals are from the majority culture (Goddard & Hart, 2007).

In the face of the increasing diversity in Canadian society and schools, "Given that many newcomers in Canada [most are visible minorities] are of disadvantaged backgrounds and experience severe economic hardship upon arrival, questions inevitably arise about the school performance of their children and their future educational success" (Sweet, Anisef, Brown, Walters, & Phythian, 2010, p. 11). A number of Canadian studies have provided valuable information on the educational advantages among immigrant or visible minority groups.

1.3. The Educational Advantages among Visible Minority Groups

The difficulties that immigrant and minority groups face may be reasons for minority youth to withdraw from academic activities (Ogbu, 1991, as cited in Abada, Hou, & Ram, 2009). In Canada, visible minorities tend to live in low-income households (Krahn & Taylor, 2005), with higher unemployment rate and lower incomes (Harvey & Houle, 2006) compared to non-visible minorities. Lower socioeconomic status (SES) students are less likely to attend university (Butlin, 1999) and are more likely to drop out of school (Schargel & Smink, 2001, as cited in Satchwell, 2004) than higher SES students.

Another problem is that in Canada, a large number of minority students are in lower academic streams in schools that lack financial resources and adequately prepared teachers (Haycock, 2001; Krahn & Taylor, 2007). This streaming exercise is a traditional practice of organizing instruction based on the measured achievements and stated performance of students (Oakes, 2005). Since streaming limits high school course selections, it largely determines future

educational pathways (Oakes, 2005). "This suggests that lack of academic preparation for university in the early years may manifest in lower levels of university completion rates" (Abada et al., 2009, p. 3). This situation is further complicated by the fact that many visible minorities do not have French or English as their mother tongue (Harvey & Houle, 2006).

As evidenced by these socioeconomic and school difficulties, one would expect visible minority youth to record low school outcomes. Surprisingly, Canadian studies indicate that visible minority groups have some advantages that promote higher educational attainment among minority youth (See Harvey & Houle, 2006). School performance of visible minority youth has been the subject of a number of research reports (e.g., Gluszynski & Dhawan-Biswal, as cited in Harvey & Houle, 2006; Krahn & Taylor, 2005; Worswick, 2004), and it is now possible to draw a fairly good picture of the educational advantages among visible minority groups.

Taken as a group, visible minorities in Canada were better educated than both non-racialized groups and Aboriginals (Harvey & Houle, 2006; Statistics Canada, 2008a). Visible minorities had a higher proportion of university graduates (Anisef, Sweet, James, & Lin, 1999). Indeed, Kunz, Milan, and Schetagne (2000, as cited in Williams, 2005) and, Finnie and Mueller (2007) have indicated that visible minorities participate in postsecondary education (PSE) at a much higher rate than do non-visible or non-racialized groups. The 2010 survey of Canadian University Survey Consortium (2010) indicates that 25% of first year university students reported being part of a visible minority. This is above the 16.2% proportion of visible minorities in the general population as reported in the recent census data (Statistics Canada, 2005, 2008b).

Studies have further indicated that on average, immigrant/visible minority students in Canada perform very well (Gluszynski & Dhawan-Biswal, as cited in Harvey & Houle, 2006), have higher overall grades and educational aspirations (Krahn & Taylor, 2005), and are more

likely to attend and complete university (Abada et al. 2009; Butlin, 1999; Krahn & Taylor, 2005) than their non-visible minority counterparts. For example, in 2001 approximately 6.1% of visible minorities had obtained a graduate degree compared to only 3.4% of White/Caucasians (Computing in the Humanities and Social Sciences, 2005). According to Harvey and Houle (2006), a population with higher level of education should have a positive effect on their children's education. Also, overall high school grades tend to be positively correlated with university attendance (Finnie & Mueller, 2007).

Visible minority students have strong postsecondary education (PSE) aspirations (Glick & White, 2004) and open PSE options (Krahn & Taylor, 2007) compared to Canadian born non-visible minority youth. Worswick (2004) has attributed the strong educational performance of minority youth to the fact Canadian immigration system selects immigrants in such a way that their children will adapt well to the school system. This is done in practice by admitting immigrants with higher educational levels. Thus, it is likely that children who score well in school would also have parents who themselves scored well in school (Finnie & Mueller, 2007).

Visible minority youth have more highly educated parents compared to non-visible minority youth (Krahn & Taylor, 2005). Many studies (e.g., Abada et al., 2009; Butlin, 1999; Finnie & Mueller, 2007; Rivard & Raymond, 2004) have asserted that high parental educational achievements have a positive effect on children's PSE or university participation and achievements. In fact, according to Foley (as cited in Williams, 2005), one of the most important determinants of an individual's propensity to pursue a university education is whether he or she has a parent with a university degree.

The Association of Universities and Colleges of Canada (2007) has also asserted that "Children are far more likely to attend university if one or both of their parents has completed a

university degree" (p. 29). Highly educated parents have the resources to invest in their children′s abilities for the pursuit of higher education (Corak, 2001, as cited in Abada et al., 2009) and their children benefit from access to good schools, safe neighborhoods, and resources (Zhou, 1997, 1988, as cited in Abada et al., 2009). These advantages can accumulate over many years, producing the skills and expectations for university attendance (Abada et al., 2009).

Studies have also indicated that visible minority parents have higher aspirations for their children's education (Glick & White, 2004; Krahn & Taylor, 2005) than non-visible minority parents. Students whose parents have high expectations are more likely to complete high school and pursue PSE relative to those whose parents hold lower expectations (See Glick & White, 2004). Parental expectations are thought to translate into higher educational aspirations among children of immigrants (Krahn & Taylor, 2005). According to Sweet et al. (2010), "Parental optimism translates into higher educational aspirations among their children and leads them to behave in ways that promote high achievement in schools" (p. 15).

Over all, therefore, visible minority students in Canada carry many educational advantages along with them to school, which should be expected to provide these students with strong and solid reasons for participation and success. Finnie and Mueller (2007) have stated that "Although we may not have a strong idea of the mechanisms by which highly educated parents pass along characteristics to their children – ones which ultimately result in their children successfully entering university – it is clear from our studies that family background is important, at least as measured by parental education" (p. 12). However, despite the educational advantages among visible minority groups, minority students paradoxically record poor outcomes at the K-12 education levels when compared to their non-visible minority counterparts.

1.4. The Paradox of the Poor Academic Performance of Minority Students

In Canada, high school dropout rates are closely connected to ethnicity and socioeconomic status (Cheung, 2007, as cited in Maldonado, 2010; Satchwell, 2004). This is consistent with Maldonado (2010)'s argument that "the educational landscape is indeed an uneven one for immigrants and their families, particularly when belonging to an ethnic group" (p.1). Abada et al. (2009) also have suggested that race/ethnicity has become a salient factor in educational stratification in Canada.

Anisef and Bunch (1994, as cited in Kilbride, Anisef, Baichman-Anisef & Khattar, 2001) have complained that visible minority youth encounter significant challenges coping with the school system. Black/African and Portuguese students are at the forefront of disengagement and drop out from school, with between 42 percent and 40 percent dropout rates compared to 30 percent for the general population (Brown, 1993, as cited in Dei, 2003). Also, students from these groups are enrolled in disproportionate numbers in non-university streams (Brown, 1993, as cited in Dei, 2003). Dei (2003) has noted that even for those students purported to be doing well (e.g., the Asian model minority students) there is the problem of narrow fields of academic choices, for example the over subscription in science/math related occupations (see Cheng, 2002, as cited in Dei, 2003). However, researchers (Kipnis and Reid, as cited in Satchwell, 2004) have best viewed dropping out as a process because "the majority of dropouts were driven out of school; they did not choose to leave" (Makokis, 2000, as quoted in Satchwell, 2004, p. 7).

Most often, minority students and their families are blamed for poor academic performance of minority students (Boske, 2010). Advocates of such blame fail to consider the impact of school factors, including school leadership, on minority student performance. According to Dei (2003), the individuation of school success or failure allows many to see

minority homes, families and their support systems as the sources of schooling problems instead of critically examining what schools do or do not to enhance and support academic excellence for all students. The present study is not suggesting that the influence of minority communities does not matter, but rather that it is not the only barrier. In fact, schools must take responsibility for student success as well as failures. Thus, the educational advantages among minority youth raise important questions regarding the contributions of education systems to the disproportionate performance of minority students (McDougall, 2010) within the K-12 educational system.

Harvey and Houle (2006) have warned that the academic performance of visible minority students is of critical importance given that visible minorities now comprise nearly 80 percent of immigrants to Canada. Also, Quebec Human Rights Commission (2011) has warned that "The disadvantages that affect certain racialized minorities or recent immigrants are a factor that cannot be neglected in responding to the problems of school drop-out rates and failure among youngsters from these communities" (p. 57). "In recent years, the government and the entire education sector have made success and retention in school a priority goal, and a number of initiatives have been introduced in order to achieve them. However, as part of these efforts, little attention has been paid to the problems that more specifically affect youth from racialized minorities and the children of recent immigrants" (p. 57).

Although it may be time to seriously question why visible minority students are more likely to record poor school outcomes, the answer is not far to seek: Either minority students are not well prepared as non-visible minority students to remain in school and graduate successfully or school systems do not provide a learning environment favorable to their retention and success. Either way, the school systems must be held responsible; it is their responsibility to ensure

educational success for all students. In the process of dropping out from school among minority students, "also important to student achievement, but less studied, is the broader social context that shapes the way in which education is administered" (Sweet et al., 2010, p. 15).

In its press release on, "Racial profiling and systemic discrimination of racialized youth", Quebec Human Rights Commission (2011b) "calls on stakeholders in the educational sector to adopt measures aimed at promoting respect for the right to equality for these youth throughout their school experience" (p. 1). What, therefore, can Canadian educational and school systems do to help minority students successfully stay in school and graduate? In their chapter entitled "Influence on Leadership Development among Racial and Ethnic Minorities," Valverde and Brown (1988) stated that, "Changing demographic trends have accelerated the need for recruiting, preparing, and placing minority candidates in administrative positions". These authors argued that the recruitment and selection of talented individuals from all racial and ethnic groups was needed to improve the effectiveness of schooling.

1.5. Principal Leadership and Minority Student Achievement

There seems to be a consensus among researchers that the leadership of the school is an important factor affecting student learning and achievement (e.g., Cistone & Stevenson, Darling-Hammond & Post, Leithwood, Louis, Anderson & Wahlstrom, as cited in Sanchez et al., 2008). In 1999, at a town meeting focused on the principalship, former secretary of the United States Department of Education, Richard Riley went so far to say:

> The principalship is a position that is absolutely critical to educational
>
> change and development. A good principal can create a climate that
>
> can foster excellence in teaching and learning, while an ineffective one

can quickly thwart the progress of the most dedicated reformers

(Educational Research Service, 2000, p. 13).

In the article, "Wanted: Dewey's reflective man in school leadership", Murphy (1987) illustrated the influence of a school principal in the following way:

Provincial governments can pass legislation to initiate change, School

Boards can formulate policies to put legislation into operation, but

whether it becomes effective at the school level is determined by

school leaders and the teachers they supervise. If the principal of a

school does not support a specific planned change, it will either be

given 'lip service' or superficially implemented (...). There is ample

evidence to indicate that the leader influences its climate, its

effectiveness and its responsiveness to change (p. 318).

Murphy went further to assert that, "Whoever occupies the principal's office determines what happens in a school. If the principal is excellent, a school will be very effective. Therefore, only the most capable educators should be chosen for this important position" (p. 318).

Nguyen (2007) noted that there is a strong body of research identifying schools that achieve academic success for students of ethnic minority and socio-economically disadvantaged backgrounds. These schools showed a strong sense of respect for students' culture and heritage by promoting an inclusive curriculum that met the needs of ethnic minority students (Demie, 2005, as cited in Nguyen, 2007). They also have strong leadership factors that contribute to the success of their minority and socioeconomically disadvantaged students. All the principals or leaders of these schools had a strong commitment to and deep concern for the education of minority children (Foster & Goddard, 2003, as cited in Nguyen, 2007). Consequently, one

important challenge for the education system relates to the recruitment and selection of

principals to lead ethno-culturally diverse schools (Goddard et al., 2006).

1.6. Benefits derived from having Visible Minority Principals

One of the factors influencing the ability of principals to respond to diversity is the lack

of representation of principals and teachers from minority cultures in the Canadian school system

(Carr, 1997). It is accepted that "the lived experience of principals, regardless of race or origin,

will shape their perceptions, attitudes and behaviors, as with teachers and others in the school

system" (Carr, 1997, p. 5). It would appear useful, in these circumstances, to have an ethno-

culturally heterogeneous body of school administrators. Indeed, nearly all the principals

surveyed by Carr agreed that given equal qualifications, the recruitment, hiring and retaining of

minority teachers and principals would provide much needed role models for minority students.

Many studies have asserted the benefits minority students derive from having principals

who are of similar backgrounds or role models (Sanchez & al., 2008; Tillman, 2004). In fact,

Sanchez et al. (2008) have stated that an effective component of minority students' academic

success is a minority principal who serves as a role model. For example, Black principals served

as role models to inspire and motivate Black students (Tillman, 2004). They specifically lead on

the basis of same-race/cultural affiliation and desire to positively affect the lives of Black

students. The National Council of La Raza (as cited in Sanchez et al., 2008) affirmed that

Hispanic administrators served as role models and provide much needed links between schools

and parents (Fisher, 1998, as cited in Sanchez et al., 2008).

Minority principals positively affect the academic achievement of minority students

(Sanchez et al., 2008; Tillman, 2004) and they understand or empathize with the religious and

cultural backgrounds of these students (Carr, 1997). More important, an increase in minority principals would also be accompanied by an increase in other minority employees in the schoolhouse. Shakeshaft (1989, as cited in Patterson, 1994) has asserted that people tend to hire people like themselves; therefore white principals hire white teachers. Similarly, minority principals would like to have vice principals, heads of department, teachers, and even support staff who are from visible minority groups. This would enrich the experience and performance of minority students. According to Magdaleno (2006, as cited in Sanchez et al., 2008) minority leaders, because of their inherent diversity and humanistic values, may be strategically poised to help create a culturally accessible and compassionate society that values people and community before material wealth and individual advancement.

Finally, Sanchez et al. (2008) have asserted that it is vital to remember that all of the efforts toward promoting diversity within public education leadership should be aimed at improving academic achievement and success for all students. Everyone benefits when minority principals prove that all ethnicities are capable of leadership (Sanchez et al., 2008). These leaders act as culturally responsive leaders who work as public intellectuals, curriculum innovators, and social activists who can appeal to the concerns of various groups (Johnson, 2006, as cited in Sanchez et al., 2008). They empower students to identify alternative ways to confront specific situations (Reitzug & Patterson, 1998, as cited in Sanchez et al., 2008).

But the mere presence of minority principals will not automatically improve student and school performance. That a principal is of a visible minority group is not a guarantee for a better educational environment for all students. Also, not all minority educators will be excellent school principals. We should not also minimize the importance of non-visible minority principals

for minority students. This caution has been made by other researchers (Ryan et al., 2007) as they advocated for an increase in teachers of colour:

> Not all educators of colour will prove to be exemplary teachers. On the other hand, we should not overlook the potential contributions of white teachers, many of whom have much to offer students of colour. However, white teachers – no matter how dedicated and skilled – can take their talents only so far. Although many may enrich the experiences of all their students, white educators (…) cannot stand as symbols, as teachers (…) of colour can. Nor will most be in a position to understand, communicate, or identify with students of colour the way educators of colour are able to do (p. 595).

Minority school leaders are better positioned to deliver culturally responsive pedagogy and to help prepare students to succeed in a world that tends to marginalize them (Ryan et al., 2007). As victims of inequalities within the school system themselves, they are more likely to be sensitive to the need to enhance and balance equity and excellence rather than choosing one over the other (Patterson, 1994). An implication from the study by Patterson (1994) about women (and minorities) is that minority principals may also be in preferable positions for replacing the current bureaucratic structures in schools with structures which emphasize cooperation, empowerment and participation. "Bureaucracies have not been kind to them and they have no reason to perpetuate a system that has served only to exclude, subjugate and control" (p. 8).

Considering the several differing benefits derived from having minority principals, "Changing demographic trends have accelerated the need for recruiting, preparing, and placing minority candidates in administrative positions" (Valverde & Brown, 1988, p. 153). Many

studies (e.g., Sanchez et al., 2008) have focused on ways to increase minority school leaders. However, Valverde and Brown (1988) have noted that this objective of increasing minority administrators could be accomplished by improving efforts in universities to increase the enrolment of minority students in educational administration programs. This point has been emphasized by Sanchez et al. (2008) and Tillman (2003) who are also confronting the lack of diversity in educational administration.

In 1993, an Educational Leadership Task Force was commissioned by the North Carolina General Assembly to examine the status of practicing school administrators as well as the state′s preparation programs, and to make recommendations for the development and promotion of new school leaders. Without any surprise, the Task Force found that the majority of the state′s public school administrators were white men (Educational Leadership Task Force, 1993, as cited in Patterson, 1994). The Task Force′s first recommendation contained the statement that "particular attention must be given to the needs of the educational system for administrators who are women and people of color" (as quoted in Patterson, 1994, p. 1). Such a statement continues to be applicable to public school administration and educational leadership programs in Canada. As Patterson (1994) had concluded, "If the task Force's vision of a different breed of school leaders is to be realized, diversity within administration must be actively embraced and must not be allowed to deteriorate into empty rhetoric" (p. 12).

From the above analysis, it is, therefore, safe to say that the invaluable presence of visible minority principals is crucial for the school and community as a whole and especially for disadvantaged minority students. Consequently, changing demographics in Canada and schools ought to have given cause to school systems to recognize that ethnic minority students need to have culturally diverse school principals. Universities must also connect the fact that a shortage

of minority students in educational leadership will eventually lead to a shortage of minority principals, and by extension to the academic underachievement of minority students. Under such circumstances, the widening of the achievement gap between visible minority students and their White peers may attain alarming proportions. As reported above, despite shortages in minority principals, minority students are more likely to complete university than White students.

1.7. Personal Position Statement

As a member of a visible minority group with children in the Canadian school system, and aspiring to be a school principal myself, I intend to challenge the homogeneity of the principalship in Canada by articulating the pressing need to increase minority principals, as it relates to students' academic and overall school performance. Despite the importance of having minority school leaders, there exists a scarcity of Canadian research on the recruitment of minority principals and of minority students in educational leadership. Rather than always questioning whether enough qualified minority applicants for the principalship and leadership graduate studies exist, the question should be on what has been done or should be done to increase the pool of minority candidates for these occupation and preparation programs.

My experience teaching and studying in multicultural settings provides the impetus for this study. The situation of visible minority students and educators in the Canadian K-12 school systems is a powerful motivating force behind this study. Moreover, the overt, covert and subtle racist reactions to my aspiration for the principalship give me the burning passion needed for this study. Valverde and Brown (1988) had asked a familiar question: "How can more minorities be recruited into, and be appropriately prepared in, administration programs?" (p. 153). This study is my own contribution to that question.

The perceptions that superintendents could not find minority applicants and that few if any minorities ever applied for principal's jobs in their districts (Whitaker, 2001, as cited in Sanchez et al., 2008)**,** represent a systemic barrier. Rather than complaining about the lack of "qualified" minority principal applicants, education authorities should be questioning what they do or ought to have done or must do, to increase the pool of minority principal candidates. Also, the mindset that increasing minority student enrollments means sacrificing academic standards must be changed (Swail, Redd, & Perna, 2003, as cited in Carter, 2006).

1.8. Organization of the Remainder of the Study

After presenting the background information in Chapter one, the remainder of this study will be presented in three main chapters. Chapter two presents the statement of purpose and the research design. Chapter three describes the literature review, which is made up of two sections. Section one is a review of relevant literature on strategies that have been designed and/or used to increase the number of minority students, grouped under selection and recruitment strategies; retention strategies; recruitment and retention strategies; and strategies related to the overall institutional environment. Section two presents a reflection on the review and summary of the chapter. The reflection includes a description of the strategies that programs in Canada could use to enroll more minority students**,** discussed under eight themes: culturally specific marketing; intervention programs; alternative selection and graduation criteria; recruitment policies and procedure; ethno-culturally and racially diverse campus climate; multicultural and anti-racist education; financial assistance; and commitment and accountability. Chapter four presents the summary, conclusions and implications for future study. The thesis ends with the reference list.

CHAPTER TWO

Statement of Purpose and Research Design

2.1. Statement of Purpose

Research has indicated that the placement of minority principals in schools with a heavy

concentration of minority students is highly correlated with improved minority student

achievement (Sanchez et al., 2008). Yet, as already reported above, despite the many and varying

benefits derived from having minority principals, their number has not kept pace with the fast

growth in the number of minority citizens and students. While the proportion of visible

minorities completing graduate programs is higher than that of their numbers in the general

population and of their non-visible counterparts (Computing in the Humanities and Social

Sciences, 2005), minority principals continue to remain grossly underrepresented in Canadian

schools (Goddard & Hart, 2007; McDougall, 2010; Ryan et al., 2007). That fewer visible

minorities are in the principalship is disturbing, whether the argument is for role models, equity,

social justice, or for representativeness. There is, therefore, a pressing need to ensure that school

principalship truly reflects the diversity in Canada and its schools.

Thus, there are not enough visible minority principals in Canada and the recruitment of

minority principal candidates must become a high priority. In line with the assertion made by

other researchers who are confronting the lack of diversity in educational administration (e.g.,

Sanchez et al., 2008; Tillman, 2003; Valverde & Brown, 1988), increasing minority

representation in educational administration programs may be one way to address the problem of

underrepresentation of minority principals. According to Tillman (2003), "When this issue is

considered from a pipeline perspective, it seems clear that the under-representation of people of

color in K-12 administration is linked to the lack of diversity in our educational administration

program" (p. 1). Thus, from a pipeline perspective, shortage of minority students in these programs will inevitably affect the supply of minority principals.

Although minority teacher recruitment, retention and development efforts are critical to increase future minority school leaders, the enrolment of prospective, minority principal candidates in educational leadership preparation programs must also be given a high priority (Sanchez et al., 2008). This makes sense in the Canadian context because generally applicants for principal positions must have successfully completed these programs. The following research question guides this study: What does the literature suggest can be done to increase the number of minority students in Canadian educational leadership graduate programs?

According to Emery (2011), there are several key areas in which modern institutions must adjust their core efforts in an attempt to better accommodate, encourage, and support minority students. In addressing the research question, the present study reviewed strategies in the literature that have been identified and/or used to recruit, develop and retain minority students in higher educational settings. I then specifically discuss how these strategies can be used to enroll minority students who have been traditionally underrepresented in educational leadership programs, in comparison to their representation in Canadian society and schools.

The focus of this study is, therefore, twofold: First, to report on techniques in the literature that have been identified and/or implemented as successful strategies designed to increase the recruitment, development and retention of under-represented or minority students; and second, to use these strategies to give insights on ways to enhance practices aimed at ensuring the increase of minority students in educational leadership preparation. As already introduced, almost all the studies and strategies reviewed in this study are American-based and by American scholars. However, the ultimate objective of this study is to offer practical

approaches that leadership programs across Canada may find helpful to diversify their programs and improve their enrolment of minority students.

There is a scarcity of Canadian research on the recruitment, preparation and retention of minorities in higher education compared to the research that has taken place in the United States. It is, therefore, hoped that educational leadership programs in Canada can learn a great deal from the research that has taken place in the United States to help increase their pools of minority applicants, students and graduates, and by extension increase the number of minority principals.

2.2. Research Design

2.2.1. Method of Data Collection

Although evidence from primary sources (e.g., surveys) may be the most effective way to back up an argument, reasons must always be provided to trust the data (method of collection, source, situation, etc.). The relevant information and strategies for this research will be gathered mainly from secondary sources (interpretations), by conducting a literature review of research papers from scholarly (academic) peer-reviewed journals and books published by academic associations, as well as other relevant information materials. Each information source will be critically evaluated for reliability, including confirming relevance to the topic, authority of the authors/publisher, timeliness, validity of data, author's bias, objectivity and assumptions, etc.

2.2.2. Rationale for Conducting a Literature Review

In the article "Literature Reviews: Evolution of a Research Methodology", Evans and Kowanko (2000) noted that "Literature reviews play an important role in the advancement of a discipline, because they accumulate the past endeavours, summarise major issues and are an important way to disseminate the information generated by a large number of individual studies"

(p. 33). Also, reviews are now being used as the basis for many decisions because the quality of an ever-increasing primary research varies considerably and the results are often contradictory. In the article, "Systematic reviews of nursing research", Evans (2001) stated that:

> As a result of the rapid advances in technology and large volume
> of literature, healthcare decisions have become more complex.
> In response to this, increasing emphasis has been placed on basing
> these decisions on the best available research evidence. Systematic
> reviews are now accepted as the most reliable way by which this
> large volume of research evidence can be managed (Abstract).

Like primary research, systematic reviews have distinct stages which cover the review question, the search for relevant studies, critical appraisal, data extraction and analysis (Mulrow & Oxman, 1997, as cited in Evans & Kowanko, 2000).

Mulrow (1994) has defined systematic literature review as a fundamental scientific activity; "its rationale is grounded firmly in several premises. Firstly, large quantities of information must be reduced into palatable pieces for digestion (…). Secondly, various decision makers need to integrate the critical pieces of available (…) information" (Abstract). Manten (1973, as cited in Evans & Kowanko, 2000) posited that literature review is important, as primary research information is digested, sifted, classified and synthesized. Because reviews deliberately aim at cumulating knowledge in a specific area, they play a major role in the progress of a discipline in that they bring together previous work, identifying past achievements and possible future directions (Feldman, 1971, as cited in Evans & Kowanko, 2000). "Without these reviews of the literature, it is likely that a large amount of the research would be lost to the profession as the research front continues to move to new ground, or rediscovers past areas of

interest on which to start fresh investigations" (Evans & Kowanko, 2000, p. 34). As illustrated by Evans (2001), literature reviews follow the same principles expected of any research endeavour. The ultimate goal of the present literature review is to investigate and discuss what the literature says can be done to improve the recruitment, training and retention of visible minority students in educational leadership programs in Canada.

The position method and the proposal method are the two argument methods commonly used by researchers. The position method that is used to try to convince the audience that a view is right, and the other views are wrong; and the proposal method that is used when there is a problematic situation, and one would like to offer a solution to it. Since my goal here is not to convince readers that my concern and claim are correct, and that other positions are wrong outright, I use the *proposal method* in developing my arguments because I want to present possible solutions to a problematic situation, that is, increasing the enrolment of visible minority students in educational leadership to increase minority principals – so as to reduce the achievement gap in Canadian schools. This study also attempts to present persuasive answers to the familiar question that Valverde and Brown (1988) had asked: "How can more minorities be recruited into, and be appropriately prepared in, administration programs?" (p. 153). Consequently, this study located as much research on the topic as possible. Many of the strategies discussed in this study have been implemented in a variety of disciplines, including psychology, physical therapist education, teacher education, educational administration, journalism, counselor educator, and other medical, nursing and health related fields, but they may be adapted to fit other programs, including educational administration.

2.2.3. Methodology/Theoretical Framework

The setting up of a well managed process of argumentation research is integrated with the best of scientific methodology (Metcalfe, 2002). The argumentative methodology that is used in this study utilizes the perspective that Walton (1998) calls persuasive dialogue reasoning, with the assumption that the researcher is trying to convince opponents of his thesis (claim). It is informed by critical theory, which is a genre of thinking that "offers a fundamentally different perspective of management and organizations, one that virtually overturns traditional conceptions of employment relations, managerial goals, and organizational effectiveness" (Prassad & Caproni, 1997, p. 285).

Although critical theory retains the drive toward systemic reflection and empowerment (as does critical thinking), it is deeply committed to understanding any peculiar or organizational phenomenon (e.g., management) (Prassad & Caproni, 1997). Most importantly, it does not merely aim to explain the social world and people's understanding of it (as does the interpretative paradigm), but leads to a critique of and change in the social world (Waghid, 2003). It should be noted that in support of the methodological position adopted for this study, the philosophical method of enquiry, as postulated by Burbules and Warnick (2006) has been used in chapter 1 to critically question the under-representation of visible minority principals in Canadian schools (concern) and to argue for increasing minorities in the principalship (claim). This review presents practical approaches that have been used to increase minority student recruitment, preparation and retention, and which may help improve the enrollment of minority graduate students in educational leadership preparation programs as a solution (social action).

CHAPTER THREE

Literature Review

The purpose of this literature review is twofold. First, to present findings from a review of relevant literature on strategies that education and professional institutions have identified, designed and/or used to increase the recruitment, training and retention of visible minority or underrepresented students. Second, to present key areas in which educational leadership programs in Canada could use these strategies to successfully improve their efforts in an attempt to greater accommodate, encourage and support minority students who have been traditionally underrepresented when compared to their proportions in the Canadian society and K-12 School systems. These leadership programs could identify their specific barriers to minority student enrollment and then use the appropriate strategies to make the necessary adjustments.

Traditionally, there is a fundamental dichotomy in terms of support for post-secondary education (PSE) students: are there certain best practices applicable to all students, or do minority students require specific and different forms of support to facilitate and promote their success? Most researchers (e.g., Thomason & Thurber, 1999) whose studies are discussed in this literature review argue for support systems for minority students that are fundamentally different from those for White students. Minority students often face specific challenges that are reflected in low retention and dropout rates (Campbell, 2007, as cited in Emery, 2011). Overall, effective recruitment of graduate [minority] students entails adequate pre-admission support, including detailed explanations of application processes and formal financial and social support programs (Isaac, 1998, as cited in Young & Brooks, 2008) from the institution.

As already explained, to increase the number of minority principals, increasing the number of minority students entering and completing educational leadership programs is a first

step (Sanchez et al., 2008). Finnie & Mueller (2007) have addressed how the backgrounds of high school graduates are related to access to both college and university in Canada. These authors also reported that "What we have learned from recent studies is that the decision to attend (and to ultimately complete) PSE is a complex one and depends on a variety of financial and nonfinancial variables related to the student's family background, preparedness for post-secondary studies in terms of courses and activities taken during secondary studies" (p. 4). It is not the purpose of this study to conduct a literature review of the factors that relate to the PSE or graduate program participation of minority students. Rather, this study focuses on practices that have been used and can be implemented as solutions to the problem of increasing the recruitment, training and retention of minority students in higher institutions of learning.

The overall literature view is divided into several sections. In section one a review of relevant literature on strategies that educational institutions have identified and used to improve the enrollment of minority students is presented. These strategies are grouped under three themes: 1) Strategies for minority student selection and recruitment; 2) Strategies for minority student retention; 3) Strategies for both minority student recruitment and retention; and 4) Strategies related to the overall institutional environment. In section two I present a reflection on the review and summary on the chapter. The reflection is presented under the following themes: 1) Provision for culturally specific marketing; 2) Provision for appropriate intervention programs; 3) Use of alternative selection and graduation criteria; 4) Revision of recruitment policies and procedure; 5) Provision of an ethno-culturally and racially diverse campus; 6) Provision for a multicultural and anti-racist education; 7) Provision for financial assistance; and 8) Commitment among support services and provision for accountability.

SECTION 1

Review of Relevant Literature

3.1. Introduction

Hurtado, Milem, Clayton-Pederson and Allen (1998, as cited in Carter, 2006) have warned that too much emphasis on standardized tests for admission criteria presents a definite obstacle for students from underrepresented groups. The learning styles of white students are the most closely aligned with today's educational strategies, and minority students are often branded as deficient because a Euro-American "yardstick" is used to measure their abilities (Sanchez, 2000, as cited in Carter, 2006). Several researchers (Sedlacek, 1996, 2004; Thomason & Thurber, 1999) have therefore advocated for the use of noncognitive variables as a reliable means to measure the ability of minority students to succeed.

Minority students are aware of barriers that influence success in graduate school. Graduate schools that overcome such barriers will become attractive to minority students. Programs that are successful in retaining minority students facilitate their academic, social, and personal development (Donnell, Edwards, & Green, 2002). According to Haskins and Rose-St Prix (1994, as cited in Splenser, Canlas, Sanders, & Melzer, 2003), programs that have implemented recruitment strategies have an increased minority enrollment when compared with those programs that have not implemented recruitment strategies. Also, programs that perform special efforts to recruit minority students versus simply completing their general recruitment efforts for all students had a greater likelihood of having more minority student applicants.

Other researchers (e.g., DeFour and Hirsch, 1990, as cited in Rogers & Molina, 2006) have suggested that the degree to which minority students are integrated into their academic and social networks influences their achievement and emotional well-being. Although the exemplary

institutions in the study by Rogers and Molina (2006) achieved this in different ways, they all provided students with multiple formal and informal opportunities to interact across different settings. These authors defined exemplary institutions as "those that, through a combination of efforts, had shown promise or had been successful in increasing the enrollment of minority students of color and retaining students through to graduation" (p. 145). Providing supportive environments that encourage these students to reach their fullest intellectual potential is central to overcoming behaviors of exclusion (Altbach & Lomotey, 1991, as cited in Boske, 2010).

According to Formicola, D'Abreu, and Tedesco (2010), schools that have been successful at increasing applications and enrollment from minority students have paid attention to components of effective outreach and recruitment programs; effective admission practices to achieve greater student diversity; the role of school environment in promoting greater student diversity; and the role of enrichment programs to strengthen the academic pipeline. The current section presents strategies in the literature that have been implemented to increase the enrollment of minority student in higher institutions of learning. The first area reviews strategies for student selection and recruitment. The second area is a review of the strategies for student retention. The third area examines strategies for both student recruitment and retention. The fourth area evaluates strategies related to the overall institutional environment.

3.1.1. Strategies for Minority Student Selection and Recruitment

3.1.1.1. Rationale

These strategies focus on factors influential in the recruitment process and the admission decisions. Since demographics are changing in Canada, they must change as well in higher education. To meet these changes, a different type of selection and recruitment process is needed

for graduate programs. Dolence stated "Recruitment and the student enrollment decision processes rest on two primary sets of variables, one related to the students and the other to the institution" (1991, as quoted in Thomason & Thurber, 1999, p. 6). "To stay competitive in the area of higher education, institutions will have to address both sets of variables in relation to the minority recruitment process that includes admission criteria, increasing the pool of applicants, and using more appropriate recruitment strategies" (Thomason & Thurber, 1999, p. 6).

3.1.1.2. Selection and Recruitment Strategies

Clearly, increasing the number of minority teachers is crucial in increasing the number of minority principals. However, a critical problem facing educators today is the inability of teacher education system to produce substantial numbers of teachers from ethno-cultural minority groups. Recognizing the need for minority teachers, Haberman (1986, as cited in Lau, Dandy, & Hoffman, 2007) suggested that paraprofessionals (also known as teacher assistants, teacher aids or paraeducators) were a viable pool from which to select minority teacher candidates. Lau et al. (2007) examined the Armstrong Atlantic State University (AASU) Pathways to Teaching Program that was used to increase the number of certified teachers, primarily from non-traditional sources. These researchers investigated and identified the most important underlying factors that contributed to the high teacher retention rate of the Pathways Program.

AASU Pathways to Teaching Program targeted non-certified personnel, including paraprofessionals, and offered support activities in addition to regular curriculum course work and advising. These activities included alternative class scheduling; cultural activities; financial support; and building of community connections. The Program adopted the value-added approach by recruiting aspiring teachers and providing them with the economic, emotional, and

educational support to enable them to become exemplary teachers. The regular Teacher

Education Program at AASU required a grade point average (GPA) of 2.5 for admission, but the

value-added approach permitted the AASU Pathways to Teaching Program to accept promising

applicants with GPA as low as 2.0, then offering them academic and other forms of support.

After investigating the factors underlying high retention rate in AASU Pathways to

Teaching Program, Lau et al. (2007) made the following conclusions. "The first important

component of a successful program is to put in place a rigorous screening process to select the

most committed individuals who possess the intrinsic personality qualities related to teaching"

(p. 39). The authors added that the second important component is to provide mentoring and

social programs to candidates. Finally, "the third important component is a committed leadership

from the different constituencies (colleges, local school districts, and local communities) in

providing an adequate environment which has negligible discrimination against new or minority

teachers that might cause them to become discouraged and feel hopeless" (p. 39).

According to Thomason & Thurber (1999), general strategies are important in the overall

attitude and position of programs, but there are specific strategies already being used in

recruiting minority students. "Traditional recruitment strategies may lose their effectiveness if

they are not geared towards minorities, if the minorities are underrepresented" (p. 13). Thomason

and Thurber (1999), and Sedlacek (1996) have complained that admission tests that measure

cognitive variables are often inadequate indicators of the performance of minority students.

Several researchers (e.g., Price & Grant-Mills, 2010; Thomason & Thurber, 1999; Donnell et al.,

2002) have asserted that noncognitive variables alone or along with more traditional cognitive

variables could be a more reliable measure of the ability of minority students to succeed.

Cognitive variables can be measured using traditional assessment and testing methods, while noncognitive variables cannot (Carter, 2006). Carter (2006) has posited that, "Attracting more students of color who are academically more capable will not be effective if the noncognitive factors (…) related to retention are not successfully addressed" (p. 40). Rogers and Molina (2006) found that relying less heavily on traditional test scores and selection criteria seems to be a hallmark of the exemplary institutions' approach to recruit students of color into their institutions. In making admissions decisions their faculty placed the most emphasis on information obtained from letters of reference, personal statements, and prior research or applied experiences. More traditional selection factors, notably GRE scores and graduate GPAs, were considered to be less important overall.

Enrichment programs have also been proven to improve minority student recruitment (Brooks et al., 2002, as cited in Wadenya & Lopez, 2008). Wadenya & Lopez (2008) have described the components of early recruitment program that emphasizes parental involvement. They examined the effects of parental involvement in an outreach program designed to enhance minority students with the goal of increasing the pool of minority applicants. Strong emphasis on parental or family involvement was one of the three important features of the program. Lowenstein (1997) also noted that "Recruiters should think about ways of bringing potential high school and community college students for a visit to the campus with their parents. Parents play an especially important role when younger students decide on their educational future" (p. 22).

Financial assistance to minority students is also a strategy to help increase the number of these students in programs. Students and their parents in the study of Wadenya and Lopez (2008) viewed costs associated with education as insurmountable and may be unaware that they could apply for grants or qualify for financial assistance. Wadenya and Lopez further noted that:

"Students and parents are greatly concerned about taking out loans for both college and graduate school, which they would have to pay back with interest" (p. 686). These authors then suggested that " Recruitment programs need to provide detailed discussions about grants, loans, and scholarships or some assistance that could eliminate the financial barriers that discourage so many minority students and their parents" (p. 686).

Moreover, some of the first encounters that minority students may have with graduate programs are with recruitment materials, events and activities. Programs need to remember that many of these students come from low-income families, who may likely not have had previous experience with post-secondary recruitment and application processes (Laughlin, 2001, as cited in Emery, 2011). Programs must also recognize that on-campus recruitment fairs may not reach all interested minority students. Posting literature in public spaces or online is not a catch-all solution for minority students (Young & Brooks, 2008). Minority student recruitment should reflect and support minority culture (Laughlin, 2001, as cited in Emery, 2011). Consequently, reaching out to future minority students by holding informational and recruitment events in their communities is very helpful (Porter and Waterman, 2008, as cited in Emery, 2011).

Personal contact with minority applicants and students may help in minority recruitment efforts. In his report that described the implementation and results of six university programs to recruit and retain students from underrepresented minority groups, Lowenstein (1997) noted that "All the directors of the six experimental programs agree that the personal approach is the most successful recruiting device" (p. 21). Lowenstein then advised that "One must attempt to meet the students individually in their high school journalism classes, at career days and at workshops, then follow up those meetings with individually addressed letters" (p. 21).

Having minority student organizations on campus may serve as a valuable recruitment strategy. Lowenstein (1997) also made a suggestion regarding minority student organizations:

> If there is a minority student association, its members can be
>
> invaluable in recruiting students on campus or in their old high
>
> schools. They probably are enthusiastic already about their major
>
> and future professional field. Colleges that don't have a minority
>
> student association should think about starting one (p. 22).

However, Emery (2011) has cautioned that when minority students apply for and are accepted into a program, an institution's support and encouragement for them cannot stop there; the students′ overall success must be promoted. It is a waste of financial, human and material resources to recruit minority students only to see them drop out of the program afterward. Although increasing the number of minority students in programs is critical, there is also a great deal of work to be done to improve support for these students once they are admitted. This begins with a need for programs to raise their level of awareness as to what constitutes effective support for minority students (Laden, 1999, as cited in Young & Brooks, 2008).

3.1.2. Strategies for Minority Student Retention

3.1.2.1. Rationale

These strategies concern the kinds of academic and social support available within the program and institution at large. Minority students are entering higher education with a tremendous variety of interests, values, needs and goals. In this context, programs "must move beyond recruiting students (…) of color to implementing policies and procedures to insure these individuals remain and succeed in our institutions" (Tillman, 2003, p. 3). According to Carter (2006), institutions which successfully retain students pay close attention to the students'

backgrounds, needs and expectations, and then they use the knowledge to assist and support the students. Support services that emphasize racial and ethno-cultural consciousness and that provide assistance on social and academic opportunities to students of color are essential (Young & Brooks, 2008).

Recruiting more minority students into higher education is a challenge, but retaining them in the different programs can be even more difficult for the institutions (Thomason & Thurber, 1999). Whether or not underrepresented minority students seek help in the course of their studies, the institution is responsible for the development and retention of its minority students, since the premise behind recruitment and retention is to increase and/or maintain the number of minority students (Thomason & Thurber, 1999). The importance of having retention strategies in programs has been emphasized by Price and Grant-Mills (2010):

> Even though the formula to improve diversity begins with effective
> recruitment and admissions programs, schools may experience
> difficulty accomplishing mission-based goals for diversity in the
> absence of a welcoming environment, effective financial aid
> programs, and a critical mass of [Minority] students and faculty (p. S95).

3.1.2.2. Retention Strategies

Most of the time, high attrition rates for minority students are due to ineffective retention strategies which have been traditionally used at predominantly White institutions which have been geared to White students (Carreathers, Beekman, Coatie, & Nelson, 1996, as cited in Carter, 2006). With the common assumption that all populations are homogeneous, if a test is valid for the population as a whole, then it will also be assumed to be valid for each subgroup

within the population (Pfeifer, Jr. & Sedlacek, 1971, as cited in Carter, 2006). For example, Fleming and Garcia have stated that, "Opponents of standardized tests allege that they are inherently unfair to disadvantaged minorities because they are culturally and educationally inappropriate (…) frequently wrong in assessing the potential of minorities, and because wide variation in predictive validity suggests unfairness" (1998, as quoted in Carter, 2006, p. 167).

Pfeifer and Sedlacek (1974, as cited in Carter, 2006) examined the correlation between what they termed nonintellectual variables and African American student success at the University of Maryland. The authors were looking for a better method of predicting academic success for African American students, because previous research had raised questions about the use of more standardized methods such as standardized tests and high school grades (Pfeifer & Sedlacek, 1974, as cited in Carter, 2006). Sedlacek (2004) advocated for the replacement of traditional assessment methods in schools with better assessments due to the increasing diversity of higher education. He went as far to offer a model with a variety of assessment methods that he thought would be a fairer alternative for all students. In yet another article entitled "Why we should use noncognitive variables with graduate and professional students", Sedlacek (2004b) made a very strong argument against the use of a single measurement for all groups of students:

> If different groups have different experiences and different ways of presenting their attributes and abilities, it is unlikely that we could develop a single measure, test item etc. that could be equally valid for all (…). Therefore, we should seek to retain the useful variance that exists across diverse groups in our measures, rather than attempt to eliminate it (p. 4).

More important for minority student retention purposes, creating positive university climates is significant to supporting racially, culturally, and linguistically diverse student

populations (Herrity & Glassman, 1999, as cited in Boske, 2010). According to Thomason and Thurber (1999), just like other students, minority students have different abilities that bring along different learning styles that may have been developed within their different cultures. Along with different learning strategies, different materials may also affect the retention of minority students. It is essential, therefore, that an effort be made to understand the traditions, learning aptitudes, family structures, moral values and other backgrounds of minority students in order to develop programs designed to meet their needs (Lam, 1994, as cited in Kilbride et al., 2001).

Faculty should reconsider the implications of curriculum, research, and educational activities as significant components of their program's mission (Scheurich & Young, 2002, as cited in Boske, 2010). "How people think, feel, and interact with race and racism in order to develop skills necessary to promote culturally responsive leadership will play a significant role in creating a safe climate for students of color" (Boske, 2010, p. 262). In fact, understanding, examining, and learning about the impact of racial subordination were central to the development of students of color as aspiring school leaders (Delgado & Stefancic, 2001, as cited in Boske, 2010). In addition to increasing the number of minority stakeholders, more attention to minority issues and experiences needs to be incorporated into university life (Thomason & Thurber, 1999). "Students need to feel they can be a part of the institution and that it is in some way responsive to their interests" (Kidwell, 1991, as quoted in Thomason & Thurber, 1999, p. 19).

In the study of Rogers and Molina (2006) all the exemplary institutions' departments and programs provided students with the opportunities to collaborate with faculty on diversity issues research and offered at least a diversity issues course. In fact, "To build an inclusive campus, we have the ethical and educational responsibility to embrace such diversity and to integrate it into all aspects of university life, including teaching and training" (Guo & Jamal, 2007, p. 27).

Gallavan has however suggested that "more research needs to be conducted regarding the instructors of these [multicultural] courses—their challenges, conflicts, and coping skills" (2000, as quoted in Syed, 2010, p. 258). Overall, the inclusion of minority issues and needs promotes more minority involvement in an institution" (Thomason & Thurber, 1999, p. 19).

3.1.3. Strategies for both Minority Student Recruitment and Retention

3.1.3.1. Rationale

Although minority student recruitment and retention strategies have been presented separately in the study of Rogers and Molina (2006) and in the present study, most researchers believe that barriers to retention are largely the same as the barriers to recruitment. In most cases, both recruitment and retention strategies are inseparable. This is especially true with respect to finances (The Educational Policy Institute, 2008), minority student and faculty representation (Rogers & Molina, 2006) and minority student offices (Minority Student Today, 1995, as cited in Thomason & Thurber, 1999). Thus, the exemplary institutions in the study of Rogers and Molina were most consistent in having a high representation of faculty and students of color, a characteristic seen as both recruitment and a retention strategy.

Holcomb-McCoy, & Bradley (2003) have asserted that recruitment and retention plans are very closely linked. They noted that a requirement for the Council for Accreditation of Counseling and related educational programs standards is: "counselor education programs make 'systemic and long term efforts to attract and retain faculty from different ethnic, racial, gender, and personal backgrounds representative of the diversity among people in society" (p. 234). Holcomb-McCoy and Bradley have indicated the need to have a recruitment plan that works with an organizational retention plan:

Minority faculty recruitment must be coupled with minority faculty

retention efforts to ensure minority faculty presence on college

campuses. That is**,** at the point of recruitment an institution must also

begin implementing ways to support retention of ethnic minority

faculty" (p. 233).

3.1.3.2. Recruitment and Retention Strategies

Having a large representation of minority students and faculty on campus is a strategy to

help in minority recruitment and retention efforts. Hills & Strozier (1992, as cited in Rogers &

Molina, 2006) have indicated that engaging a critical mass of faculty and students of color is

clearly a significant priority for the exemplary institutions and appears to have a positive impact

on both recruitment and retention efforts. The use of different assessment methods is also

beneficial. Sedlacek (2003, as cited in Carter, 2006) has asserted that a variety of measurements

should be used in studying student admissions, development and persistence and that a single

instrument cannot be equally useful for all applicants due to the diversity of society.

The Department of Counseling and School Psychology at San Diego State University has a

successful and innovative multicultural recruitment and retention program (Minority Student

Today, 1995, as cited in Thomason & Thurber, 1999). One of the outcomes of its innovations

includes the successful recruitment, retention and graduation of culturally and linguistically

diverse students, with role models and mentors. Similarly, Binghamton University uses a

program called "The Collegiate Science and Technology Entry Program" which promotes the

recruitment and retention of minorities and the socio-economically deprived (Minority Student

Today, 1995, as cited in Thomason & Thurber, 1999). The services include advising (academic,

career and personal), counseling, program planning, and mentoring. Other support programs such as remedial courses and tutoring are available as needed.

Atchison, Friedman and Freed (2009) presented an overview about the University of Washington School of Dentistry's pipeline program. This program had the objectives of increasing recruitment and retention of underrepresented/low-income students. Many components to increase the number of these students occurred during the program. "The dean had selected diversity as a key objective of her administration and established a 'think-tank', led by the chair of the admissions Committee, to discuss methods that would increase staff, faculty, and student diversity" (Atchison et al., 2009, p. S149). Also, "the applicant interview system was also significantly altered and included the allotment of time for minority interviewees to informally meet with a minority faculty member (...) to enable prospective students to freely ask questions about the institutional climate and other quality of measures" (p. 149).

Moreover, current minority students were actively involved in the interview process and a mission statement was developed. "A new position of associate dean for educational partnerships and diversity was created by the university" (Atchison et al., 2009, p. S149). Also, the Admissions Committee was revitalized and added a member from a minority group as chair. Although the overall numbers of enrolled minority students lagged behind the numbers planned by the program, there was an increase in the minority applicant pool, with a higher selection of minority students from the applicant pool and an increase in minority student enrolment.

Effective recruitment of graduate students of color entails adequate pre-admission support, including detailed explanations of application processes and formal financial support programs employed by the institution (Isaac, 1998, all as cited in Young & Brooks, 2008). To attract minority students of color, the exemplary institutions in the study of Rogers and Molina

(2006) were most consistent in providing attractive financial aid packages. According to Wadenya, Schwartz, Lopez, and Fonseca (2003), financial support is essential to achieve a critical mass of underrepresented minority students. This critical mass, achieved over time, is a highly effective tool for both recruitment and retention of underrepresented students. Distribution of financial supports could enable graduate programs to recruit talented and highly qualified minority students who previously viewed attending the program as beyond their financial reach.

In the article entitled "Diversifying From Within: The Minority Teacher Scholarship Program", Fielder (1996) described a cooperative program between the Marietta City School District and the Kennesaw State College University, which has helped both institutions of learning to institute a Minority Student-to-Teacher Recruitment and Training Program. Under the program, participating students received scholarships to undertake a degree program in education at the university, in return for a commitment to teach one year in the school district for every year they are on scholarship. Scholarships were jointly funded by both institutions to pay for tuition and fees, and the students received paraprofessional positions with the school district.

3.1.4. Strategies Related to the Overall Institutional Environment

These strategies focus on themes relating to the level of engagement to recruiting and retaining minority students, including commitment to a diverse student body (Rogers & Molina, 2006) and provision for a system of accountability (Dumas-Hines, Cochran, & Williams, 2001; Roberts, Outley, & Estes, 2002). "The most prominent feature that seemed to drive all recruitment and retention efforts and activities across the exemplary departments and programs was the high level of institutional, administrative, and/or faculty commitment and support for a

diverse student body" (Rogers & Molina, 2006, p. 153). In confronting the underrepresentation of minorities in educational administration, Tillman (2003) made a very powerful point:

> Clearly, our institutions and departments must be committed
> to retaining students and faculty of color, realizing that many
> of these individuals bring unique perspectives and can make
> valuable contributions to the field. As K-12 administrators and
> as faculty members, the contributions of students and faculty of
> color can enhance theory and practice in educational administration.
> But we must move beyond recruiting students and faculty of
> color to implementing policies and procedures to insure these
> individuals remain and succeed in our institutions (p. 3).

Programs and faculty members must strive to be culturally sensitive and offer inclusive, unbiased learning and socialization environments (Garrett and Garrett, 1994, as cited in Emery, 2011). Administrative offices must be used to forge mutually beneficial relationships between the programs and minority students. For example, at Florida Atlantic University, the Division of Student Affairs and the Office of Minority Student Services have used aggressive recruitment and retention initiatives to provide a wide range of support to all minority students at the university (Minority Student Today, 1995, as cited in Thomason & Thurber, 1999). Lowenstein (1997) has noted the role of the university administration and other support services in improving the enrollment of minority students:

> Minority recruitment and retention requires a major effort by a
> university. Successful programs must have the combined support
> of the university and school administration, the minority director
> and the school's faculty. It must provide adequate space, services

and financial assistance. The college or department administration,

preferably the top person, must be concerned and actively involved.

The minority adviser must be energetic and compassionate; he or

she must truly care whether minority students succeed. And the

faculty must be acutely aware that the success of the overall program

is largely related to how they deal with the individual minority

student in the classroom and instructor's office (p. 25).

SECTION 2:

Reflection on the Review and Summary of the Chapter

3.2. Introduction

A major recommendation of the landmark National Commission on Excellence in

Educational Administration work called for the following: "Programs for recruitment and

placement of ethnic minorities and women should be initiated by universities, school boards,

state and federal governments, and the private sector" (Griffiths, Stout, & Forsyth, 1988, as

quoted in Young & Brooks, 2008, p. 395). Although data on the enrolment of minority students

in educational leadership programs is lacking in the Canadian literature, the gross

underrepresentation of minority principals make this enrolment a priority. Enhancing efforts to

increase numerical representation of minority students in these programs is necessary; but

numerical representation is not solely enough to ensure that these students succeed and graduate.

Richer and Weir (1995) have asserted that the extent to which Canadian universities [and

educational leadership programs] have or have not reflected the growth of racialized social

[ethno-cultural] groups proportionate to the population as a whole is completely unknown. Just

recently, the Quebec Human Rights Commission made a long awaited recommendation: "That faculties of education establish Equal Access Employment Programs designed to increase the representation of members of ethnic and racialized minorities" (2011, p. 80). From the review of relevant literature, the present study generates the following overall themes relating to the strategies that educational leadership programs in Canada can implement to increase the recruitment, preparation and retention of graduate minority students.

3.2.1. Provision for Culturally Specific Marketing

3.2.1.1. Rationale

Recruitment to a program and the possession of the skills needed for selection means very little if the position is not attainable because of lack of appropriate information. Kao (2004, as cited by Maldonado, 2010) has reported that immigrant parents (most are visible minorities) may not have the crucial information about how to apply to post-secondary education that native-born families have. Thus the need to market programs to targeted minority groups:

> The practical side of educational attainment involves having the
>
> correct information about post-secondary programs and educational
>
> institutions. Gaining access to details about how to apply and succeed
>
> in gaining entry to higher educational institutions opens up channels
>
> of previously un-navigated educational terrain (…). Families that do
>
> not have these informational connections may consequently minimize
>
> their educational expectations (Maldonado, 2010, p. 9).

Thomason and Thurber (1999) have asserted that recruitment strategies that work for traditional white students will not always work for racially and ethnically diverse students. They

have also emphasized the need to ensure that the admission process be tailored to meet the cultural needs of minority students. For example, it is insufficient to recruit these students through traditional means such as on-campus recruitment fairs, because access to on-campus events may exclude them because of cultural unease. Likewise, recruitment methods such as mass mailing or postings in schoolhouses may be ineffective because of cross-linguistic and cross-cultural barriers involved (Fordham, 1996, as cited in Young & Brooks, 2008).

3.2.1.2. Strategies for Marketing to Minority Candidates

Various communities have their own reliable communication networks. Thus, Quebec Human Rights Commission (2011) has noted that "Current research in education demonstrates that the most successful partnerships between school and immigrant families are the results of the school's capacity to be creative in developing communications strategies" (p. 62). Young and Brooks (2008) have suggested ways to recruit students of color in graduate programs:

> More effective recruiting strategies reach out to potential graduate students of color by holding events in schools and neighborhoods traditionally underrepresented and by staffing these events with people of color who can speak to the forms of support offered by the institution and by particular programs and professors. Rather than employ status-quo recruitment strategies, universities should instead consider that communities often have their own sophisticated and vibrant networks (p. 398).

However, while discovering and tapping into these networks, it is important to act according to the tradition and customs of communities after seeking counsel from individual community allies and formal organizations (Hall, 1990, as cited in Young & Brooks, 2008).

Leadership programs need, therefore, to research what works better for attracting minority students (Dumas-Hines, 2001), and then direct recruitment campaign programs where minority students are located (Donnell et al., 2002; Thomason & Thurber, 1999). Programs should invite minority students and create application packets targeting these students (Rogers & Molina, 2006). Also important, "would be to develop a mission statement that addresses cultural diversity in the organization. It is important that the creation of a mission statement, which encompasses an institution's feeling on diversity, helps facilitate a more open environment for diversity" (Glover, 2005, p.17). "These mission statements should be publicly displayed, and openly discussed among student groups and faculty groups on campus if the diversity mission/philosophy is to permeate day to day campus activities" (Dumas-Hines et al., 2001, p. 435). A mission statement that encompasses diversity is the cornerstone for communicating the school's stance on diversity (Brunson, Jackson, Sinkford, & Valachovic, 2010).

Faculty recruiters themselves need to be aware of minority issues to successfully recruit minority students. An effective recruiter should be an advocate for minority students as they can generate enthusiasm by interacting effectively and sensitively with these students (Boone, Young, & Associates, 1984, as cited in Thomason & Thurber, 1999). According to Glover (2005), "Another important way to improve marketability is to have a high-quality interviewer. It is imperative to have the right interviewer for the organization, because often times they are the first person that a perspective employee or student meets and views as the face of an organization" (p. 18). Furthermore, "A first impression is pertinent when a perspective

employee or student is deciding their future, and if the organization would like to be in that future, it is important that they make a positive lasting impression" (p. 18).

Price and Grant-Mills (2010) content that the personal interview is an effective tool to clarify and expand information provided in an application:

> The personal interview is an effective tool to clarify and expand information provided in an application. It provides a way for the committee to better capture the person who has been presented on paper. Structured as a two-way communication opportunity, interview sessions are useful for showcasing the school and its offerings. Conversely, applicants can learn firsthand about the educational atmosphere and student support services (p. S92).

It is important to have minority faculty members on the interview team. One Community member in the study of Atchison et al. (2009) commented that "Students need to have persons who look like them when they come for an interview" (p. S150). Post-interview follow up of prospective minority students is important for future recruitment processes. Atchison et al. noted that interventions by the Pipeline Program at the University of Washington "resulted in several adjustments to the admissions process, including the tracking of students who were granted interviews but decided not to follow through with the application process" (p. S149).

Additionally, "Successful ways of marketing the university through pamphlets, brochures, and other publications illustrative of diversity have also been utilized to increase minority student enrolment" (Dumas-Hines et al., 2001, p. 436). Another recruitment technique is using publications written in the main language of the targeted minority groups (Thomason & Thurber, 1999), and which should depict the minorities as both present and successful in

educational leadership and positions. Still, the most effective recruiters in the minority

communities should be the current minority members in the programs that come from these

communities, including faculty, staff, students (Rumala & Cason, 2007; Talbert, Larke Jr., Jones,

1999; Thomason & Thurber, 1999; Rogers & Molina, 2006), and alumni (Lopez, Wadenya, &

Berthold (2003). These minority members have the credibility in that they are already or have

been in the program and know the culture and needs of their communities. For example, to

attract students of color, the exemplary institutions in the study by Rogers and Molina (2006)

involved faculty and students of color during recruitment.

The more the recruiters and faculty consider the student variables that affect the

recruitment of minority students and empathize with the cultural differences, the more effective

the recruitment will be (Thomason & Thurber, 1999). Also, minority student organizations on

campus can play an important role as a recruitment tool (Rumala & Cason, 2007; Talbert et al.,

1999). Minority student recruiters are very good role models, especially considering the fact that

they, too, have recently faced the same challenges and decisions as the aspiring students they

meet (Brunson et al., 2010). These student members are valuable in recruiting future minority

students to campus activities (Talbert et al., 1999). This is a particularly effective strategy since

the enthusiasm of minority students was found to be contagious (Lowenstein, 1997).

Half-measures with ads in print and television media targeted for the white Caucasian

Canadian population may not be effective with visible minorities. Yet, there may be little

expertise in educational leadership programs as to tailoring advertising towards the specific

cultural channels that will get through to the various visible minority groups. A review of the

literature (Waytiuk, 2003) on advertising to these groups suggests that the internet, television and

newsprint are the three top vehicles in getting a message out on recruitment. The review also

indicates that the message needs to be representative of the visible minority community being targeted and in the language and expressions that the community understands and uses.

Making personal contacts with prospective minority students is also an exemplary recruiting practice (Rogers & Molina, 2006). Hossler (1999) found that students view personalization as a form of courtship: the more personalized the process is, the more positive the response will be from students, and the more effective the marketing efforts are likely to be. This is similar to Taylor and Olswang (1997, as cited in Rogers and Molina, 2006)'s findings that "personal, concerned contact" (p. 16) between students and staff of color was critical to creating a supportive environment. Programs should make contacts with minority applicants and students.

McGovern (1993, as cited in Thomason & Thurber, 1999) suggested the development of brochures targeted toward high school and early major students as well as videotapes targeted towards ethnic minority students. Using the media may also provide opportunities to show off the program and attract students who were not aware of the opportunities program provides (Clark & Cheng, 1993, as cited in Thomason & Thurber, 1999). Educational leadership as a career option must also be presented to parents and children of minorities early enough, so that both parents and children can begin to consider educational leadership as an option. Minority families should be informed about resources available to prepare their children for educational leadership studies and to help in the application process (Lopez et al., 2003).

Educational leadership programs can improve marketability to minority students by creating a pipeline between historical institutions of color and home institution (Rogers & Molina, 2006). The faculty and students in the study of Rogers and Molina (2006) agreed that:

> This combination of characteristics and strategies allowed
>
> prospective students to learn about the graduate education and

training offered at the exemplary institutions and to begin to

develop relationships with key people while considering attending

the programs; it also communicated the presence and success of

people of color and provided about financial support—a package

of features that highlights the strengths of the exemplary institutions

and their innovations in recruitment (p. 153).

3.2.2. Provision for Appropriate Intervention Programs

3.2.2.1. Rationale

Rivard and Raymond (2004) have noted that high school academic preparation is an important indicator of PSE participation. However, researchers have asserted that minority students are generally academically under-prepared (Thomason & Thurber, 1999). This under-preparedness may be attributed to many factors, including school, social and financial reasons.

In Canada there is the tendency in public high schools for visible minority students and lower SES students to be streamed into less challenging programs (Krahn & Taylor, 2007) than their (White) counterparts. Several other studies also point to a greater proportion of visible minority students enrolled in non-academic tracks (e.g., Cheung, 2007, as cited in Abada et al., 2009; Oakes, 2005) in Canada. Academic streaming or tracking is a practice that provides students with the opportunity to take a sequence of courses according to their abilities and aptitudes. While advocates of academic streaming argue that it helps students learn better, critics of this practice argue that people from less advantaged backgrounds, including poor and racialized minorities may enter streams that reduce their chances of PSE attendance and participation, even if they have the ability to do well in advanced courses.

Many minority students are in lower academic streams in schools that lack financial resources and adequately prepared teachers (Haycock, 2001; Krahn & Taylor, 2007). Such students are less likely to complete high school or attend PSE than those in higher ability tracks (Krahn & Andres, 1999). From a pipeline perspective, shortage of minority students at one end of the pipeline will inevitably affect supply at the other end (Foster, 2004, as cited in Sanchez et al., 2008). The minority group's lower high school graduation rates lead to lower enrollments in higher education, and contribute to a lack of minority teachers who could eventually become prospective principal candidates (Foster, 2004, as cited in Sanchez et al., 2008).

The placing of minority students in lower academic streams is further complicated by the fact that most of these students are generally concentrated in high-poverty schools that lack academic and financial resources and adequately prepared teachers (Haycock, 2001). More important also, students living in more affluent neighborhoods may likely achieve at higher levels than their counterparts living in poorer neighborhoods, regardless of family resources. Thus, the recognition that many minority students come from poorly funded and resourced educational backgrounds and are in lower streams at high schools makes intervention programs critically important for helping them pursuit PSE.

Many of the researchers cited in Kilbride et al. (2001)'s paper believe that intervention measures are necessary when a student's ethno-cultural background and socioeconomic status risks his or her educational progress. Another problem is that minority students and teachers at high schools might not be aware of programs that will assist them in becoming principals. The ultimate goal of interventions should be to enable these minorities to build appropriate academic skills, and to provide them opportunities to become acquainted with program resources and

expectations. Graduate programs need appropriate pre-program geared and in-program geared intervention strategies respectively before and after minority students are admitted.

3.2.2.2. Pre-program Intervention Strategies

Effective intervention should begin early by reaching out to minority students in middle and secondary schools (Thomason & Thurber, 1999; Brunson et al., 2010). "High school recruitment strategies geared specifically toward minority students are more effective than waiting until students are out of high school" (Thomason & Thurber, 1999, p. 13). Starting to recruit early is just one idea of how to increase minority enrollment. According to Sanchez et al. (2008), early student success and high school achievement are basic to increase minority educators and future leaders. The Ministère de l'Éducation, du Loisir et du Sport, MELS, emphasized in a report dating from 1996 (as cited in Quebec Human Rights Commission, 2011) that intervention with immigrant students must be quick: "They must not be put in a position of failure in the Québec education system" (p. 70).

Pre-program interventions should incorporate social, academic, and professional issues, opportunities, connections, and should facilitate social situations that aim to set minority students at ease within the future and new academic climate (Young and Brooks, 2008). According to Wells (1989, as cited in Thomason & Thurber, 1999), early intervention in public schools to increase the enrolment of minority students can include among others, (1) summer bridge programs; (2) tailoring financial aid programs to provide grants and scholarships; (3) providing academic assessment programs; (4) tutoring services and (…) academic advising; (5) offering realistic career guidance and counselling. Academic enrichment or bridge programs (Kezar,

2000), mentorship programs (Talbert & al., 1999), and academic outreach programs (Wiggs &
Elam, 2000) are useful intervention programs.

The main thrust of these programs would be to retain minority students and to provide
them an equal footing with other students. For example, Kezar (2000)'s article discusses the
range of activities and types of summer bridge programs, research to support the importance of
summer bridge programs, benefits for students, model programs, and evaluation of programs.
These programs are important because mediocre and underprepared minority students and
teachers cannot be transformed into visionary, exciting school leaders, no matter how good the
preservice programs might be. McCarthy (2002) has made the following suggestion:

> Creative intervention approaches are needed to get bright, energetic
>
> candidates into the pipeline. For example, a strategy that potentially
>
> could address both diversity and talent issues might be to offer
>
> scholarships for the brightest minority high school graduates to
>
> become teachers. The best candidates from that pool would then be
>
> selected for similar graduate scholarships (…) as a school leader.
>
> This type of two-tiered scholarship program could increase both the
>
> number of capable administrators and their diversity (p. 216).

Early exposure to professional programs has been identified as an important pathway to
recruit students (Formicola, Klyvert, McIntosh, Thompson, Davis, & Cangialosi, 2003, as cited
in Wadenya & Lopez, 2008). Early recruitment in high school presents two advantages. First, it
provides young students with early exposure to minority role models in the community (Furlong,
1999, as cited in Wadenya & Lopez, 2008). Role-modeling and mentoring by minority faculty
and students offer the type of encouragement and direction necessary for these students to make

important career choices (Wadenya et al., 2003). Second, high school students are able to participate in mentoring and referral to postsecondary preparatory programs to augment their skills and to be more competitive applicants (Wadenya & Lopez, 2008). Graduate programs need, therefore, to expand the applicant pool by targeting minority youth as early as high school.

Also, Quebec Human Rights Commission (2011) had recommended that, "faculties of education conduct recruiting campaigns, including incentive measures like scholarships, designed to convince members of ethnic and racialized minorities to opt for university programs leading to teaching at the preschool, primary and secondary school levels" (p.80). Graduate programs should, therefore, work and maintain open communication with practicing school administrators to build partnerships along the educational pipeline in order to develop minority students' and teachers' interests in educational leadership (Sanchez et al., 2008). Furthermore, minority teachers who are particularly active in school activities should be contacted and encouraged to pursue educational leadership (Sanchez et al., 2008). According to Hanushek, Kain, & Rivkin (2002, as cited in Sanchez et al., 2008), such a chain to leadership is encouraging because there is evidence that minority teachers stay longer, on average, than do White teachers.

Educational leadership programs in Canada must be proactive in their endeavours to identify, recruit, train and retain more racially and ethnically diverse groups of students. These programs can build collaborations with schools boards to help achieve these endeavours. Tillman (2003) noted the need to have collaboration between universities and school districts to identify potential candidates of color who may be interested in educational administration:

> Collaborations with school districts can be particularly helpful in
> identifying potential candidates of color who may be interested in
> advanced degrees in educational administration but may not have

received the appropriate information or have not been encouraged

to pursue graduate study. Recruiting potential candidates of color

can also assist school districts in identifying persons who aspire to

be school administrators. Given the under-representation of K-12

administrators of color nationally, university faculty can be

instrumental in assisting school districts identify these potential

candidates. Universities play a critical role in helping school districts

to build a critical mass of people of color who aspire to administrative

positions. This type of collaboration is consistent with the goals of

administrative preparation programs (p. 2).

Preparation programs should build relationships with historically minority-serving high schools and universities and should award scholarships to minority students in these institutions who are interested in pursuing studies in educational leadership. Program should also encourage its home undergraduate students by offering them orientation and career sessions. However, "once a minority student applies for and is accepted into a graduate program, additional forms of support are necessary to encourage success and retention" (Young & Brooks, 2008, p. 398).

3.2.2.3. In-program Intervention Strategies

According to Carter (2006), the accepted method for dealing with attrition is early identification followed by intervention strategies, which ideally will help the students succeed at the institutions. Jackson and Kelley noted "a number of approaches have been developed to support the structure and pedagogy of administrator preparation programs" (2002, as quoted in Young & Brooks, 2008, p. 400), including the use of (a) problem-based learning instructional

strategies, (b) cohort groups, (c) collaborative partnerships between preparation programs and external resources, (d) field experiences, and (e) technology. Furthermore, graduate students of color must be supported throughout the duration of their academic program, including specialized attention at the coursework, comprehensive examination, dissertation, and possibly internship phases of their programs (Isaac, 1998, as cited in Young & Brooks, 2008).

Graduate programs should develop effective induction, outreach, and mentoring programs to support their minority students (Young & Brooks, 2008). These students should be provided with programmatic orientations that specifically address their particular needs (Isaac, 1998, as cited in Young & Brooks, 2008). Furthermore, the effective orientation will not be a one-time, beginning-of-the-program experience but will necessarily introduce these students to subsequent and complementary forms of ongoing support (Robinson, 1999, as cited in Young & Brooks, 2008). It is also important that minority students and faculty play a significant role in the orientation program and that the orientations address racial dynamics of social and academic issues (Granados & Lopez, 1999, as cited in Young & Brooks, 2008).

Gándara (2001, as cited in Orders & Duquette, 2010) has contended that programs that appeared to be the most effective in raising PSE participation share a number of important elements, including among others, a key person to monitor and guide individual students over a long period of time. Faculty-student mentoring partnerships provide an opportunity for faculty to illuminate the unspoken and unwritten ways of academic culture for underrepresented students (Smith, 2004, as cited in Emery, 2011). Faculty-student interactions positively influence student academic accomplishments and overall student development, particularly for underrepresented students (Chang, 2005, as cited in Emery, 2011). But according to Glover (2005) and Tillman

(2003), it is typically preferred that mentors, faculty, staff, and students, should be of the same

minority background. Tillman noted that:

> Being paired with a mentor of the same same-race/ethnicity may be
>
> important to faculty [minority students] of color. Thus, mentors with
>
> similar personal and cultural backgrounds can provide support in
>
> coping with feelings of professional and social isolation. Senior faculty
>
> of color in the larger institution who are willing to serve as mentors
>
> should be identified and encouraged to mentor faculty [minority students]
>
> who may be outside their departments. This is particularly important in
>
> educational administration since the majority of educational
>
> administration departments have few, if any, faculty of color (p. 3).

Another problem here is that students are largely interacting with faculty whose race,

ethnicity and cultural background are different from their own; this may impact their

experiences, and more specifically, their sense of belonging within the academic climate

(Pittman and Richmond, 2008, all as cited in Emery, 2011). The result is that faculty and other

university staff may incorrectly interpret minority behaviours and academic practices (Burk,

2007, as cited in Emery, 2011). Because of the small number of minority faculty who can act as

mentors for minority students, these students are forced to rely on faculty members of the

majority White culture. It might, therefore, be helpful if programs include compulsory courses

and training on cross-cultural mentoring for White faculty members. This might help to educate

and adequately prepare senior White faculty members who will be assuming the role of mentors

for current and new minority students, and for junior minority faculty members.

3.2.3. Use of Alternative Selection and Graduation Criteria

3.2.3.1. Rationale

The use of traditional standardized tests in the recruitment and retention of students may appear popular because they produce a numerical score that can be used to compare students locally, nationally and even internationally. Secondary schools and students with high standardized test scores are assumed to be the best. However, traditional admission tests that measure cognitive variables are often inadequate indicators of minority student performance (see Thomason & Thurber, 1999; Sedlacek, 1996). Traditional ways of evaluation can be biased against minority students because of cultural or linguistic differences. Thus, researchers have challenged the ways in which minority students and candidates are assessed (Thomason & Thurber, 1999; Sedlacek, 1996; Sedlacek, (2004). According to these researchers, noncognitive variables could appear to be a more reliable measure of ability of the minority groups to succeed.

3.2.3.2. Alternative Selection and Graduation Criteria

Sedlacek (2004) developed a noncognitive assessment model based on the fact that people from diverse groups had not been served appropriately by cognitive assessments that involved standardized tests. Price and Grant-Mills (2010) and Sedlacek (2003, as cited in Carter, 2006) have advocated for the use of both cognitive and noncognitive variables in the evaluation of minority students. Donnell et al. (2002) and Price and Grant-Mills (2010) have listed noncognitive variables that can be explored as alternatives or supplements to conventional standardized tests. Measuring noncognitive variables can be done effectively in a number of ways according to Sedlacek (2004).

However, Messick (1979, as cited in Lee, 2009)'s review paper, "Potential Uses of Noncognitive Measurement in Education," is perhaps the only document that includes noncognitive variables relevant for all educational levels. These variables included background information, affect, attitudes, beliefs, interests, motivation, curiosity, temperament, social sensitivity, coping strategies, cognitive styles, creativity, and values. Messick identified the variables that would be useful at different levels, from pre-K to postgraduate and professional levels. Sedlacek (2004b) has advised that, "Several forms of Noncognitive Questionnaire have been developed and employed in different admissions contexts and are available in Sedlacek (2004) at no cost. The questionnaire can be administered on-line" (p. 9). For the selection and graduation purposes, graduate programs can use noncognitive variables that would help to identify minority students who have the potential to succeed in educational leadership and as school principals, even if their grades and scores are lower than non-minority counterparts.

According to Price and Grant-Mills (2010), programs "must probe all components of the [application] file. Many times important noncognitive information is revealed in the applicant's essay and letters of recommendation" (p. S91). This is necessary because important qualities such as, including "community service, extracurricular and leadership activities, and extent of career ambitions are revealed in other components of the application" (p. S91). As reported by Sedlacek (2004b), it is feasible to interview applicants using noncognitive variables. According to LaMahieu, Gitomer & Eresch (1995, as cited in Sedlacek, 2004) the use of portfolios provides yet another way to assess noncognitive variables.

It is incorrect and unfair to assess diversity of experiences with a single measure. Consequently, the argument presented here is for the need to consider measures differentially for diverse students in order to achieve equitable assessments for all. This study is not advocating for

lowering standards of admission to favour visible minority groups. Neither is it advocating for the admission and graduation of unqualified visible minority students. The focus here is to develop, use and exploit the most valid measures one can for all groups that can be operationally defined. The call here is for preparation programs to also tap into all the available qualitative (noncognitive) experiences that can reveal the ability of minority students to successfully complete graduate studies in educational leadership.

3.2.4. Revision of Recruitment Policies and Procedure

3.2.4.1. Introduction

Traditional recruitment policies and procedure that work well for school leaders and graduate students from the dominant culture may work against those from visible minority groups and low SES backgrounds. Usually, individuals "were selected for the principalship as a consequence of their seniority in the school district, their visibility through sport, professional activities or social events or their effectiveness as teachers" (Murphy, 1987, p. 318). Since current admission policies and procedures in educational institutions are often barriers to recruiting minorities, the use of nontraditional sources and a benchmark system could help increase the number of minority students in educational leadership.

3.2.4.2. Using Non-traditional Sources for Admission

3.2.4.2.1. Rationale

Van Daele has described well the process usually employed to select school principals:

> A certain teacher is very happy with his situation. He is a rather
>
> good teacher; he knows thoroughly the content he is teaching and

he finds it important to be rather well-versed in the subjects he is

teaching. He likes to use audio-visual from time to time and he

follows some in-service programs to keep up with new learning

and teaching styles. He has good relations with his colleagues,

with the students and sometimes even with parents (...). Because of

his social contacts, because of his good teaching behaviour, he is

selected to become a headmaster [or principal]

(Van Daele, 1982, as quoted in Murphy, 1987, p. 318).

Murphy (1987), however expressed his doubts with these criteria and the process used in selecting principals: "Research, however, has yet to substantiate that being an effective teacher, being well known and being sociable are appropriate pre-requisites for the principalship" (p. 318). The main problem is that, although Canadian classrooms are becoming more diverse, the influx in minority students has not significantly altered the demographics of the teaching population (Dlamini & Martinovoic, 2007, as cited in Escayg, 2010). Recent Canadian research (Ryan et al., 2007) adds to the extant body of scholarship on the underrepresentation of minority teachers despite the many advantages they bring to schools. Escayg (2010) has asserted that:

If the overarching Canadian goal of education is to create equitable

and inclusive learning experiences, then the recruitment of minority

teachers is central in realizing this auspicious goal. At the pre-service

admissions level, ongoing systematic evaluation of admission policies

is essential to ensuring an equitable representation of the teaching

population (p. 5-6).

Educational leadership programs interested in increasing minority student enrollments can work with school boards to use non-traditional sources from minority groups, including paraeducators, to increase minority teacher applicants for graduate pre-service training programs (See Piercynski, Matranga, & Peltier, 1997, as cited in Sanchez et al., 2008).

3.2.4.2.2. Use of Paraprofessionals (Paraeducators)

According to Lau et al. (2007), "Paraeducators live in, work in, and understand the community of their students, and they are motivated to increase their salary and earn higher degrees" (p 29). Also, "They have already seen the worst in the real school environment. Recruiting such individuals should prove to be an excellent viable option in increasing and retaining teachers of color" (p. 39). They are likely to represent the cultural and linguistic backgrounds of the students and families.

Paraeducators foster social connections among students within the school setting and connect families to services within the school and community (Choper & French, 2004, as cited in Manz, Power, Ginsburg-Block, & Dowrick, 2010). More important, the inclusion of paraeducators in schools provides adult mentors with whom students and family members can form important attachments for fostering students' academic achievement (Chopra & French, 2004, as cited in Manz et al., 2010). Minority paraeducators have served as liaisons between communities and schools (Genzuk, 1997). These paraeducators then moved gradually from liaison roles to interacting directly with students.

Since minority teacher recruitment, and retention efforts are critical to increase future minority principals (see Sanchez et al., 2008), graduate programs can work with principals to offer local minority paraeducators preservice and inservice training so as to obtain full teaching

positions and then to aspire later on for the principalship. Such a chain to leadership is encouraging because there is evidence that minority teachers stay longer, on average, than do White teachers (Hanushek, Kain, & Rivkin, 2002, as cited in Sanchez et al., 2008).

Faculties of Education and teacher preservice programs alone cannot recruit and train the number of minority teachers needed to meet their shortage in school systems. Recognizing paraeducators as one untapped pipeline of potential minority teachers, educational leadership programs in Canada must turn to minority paraeducators as untapped pipelines for minority teachers. Programs could, therefore, establish partnerships similar to the Armstrong Atlantic State University Pathways to Teaching Programs (Lau et al., 2007) with school boards and pre-service teacher programs to increase the number of minority teachers.

Paraprofessionals in schools and school boards who have outstanding track records and have already had experience working in their school systems are good candidates for teacher training and recruitment. All the stakeholders (School Boards, pre-service teacher and leadership programs) involved in the pathway to teacher programs can identify and select minority paraeducators who demonstrate leadership skills, then support them through professional development training, teacher certification and employment. Graduate programs could then prepare the certified minority teachers for educational leadership and the principalship.

3.2.4.3. Provision of a Benchmarking System for Admission
3.2.4.3.1. Rationale

Visible minority teacher population in Canada has fallen steadily relative to the number of visible minority citizens in the general population. The 2001 census data indicated that the percentage of teachers of color constituted 5.4 of the total Canadian population, while the

percentage of visible minority citizens stood at 13.4 (Ryan et al., 2007). The 2006 census data indicated that the percentage of visible minority teachers in Canada was 6.9, while the percentage of visible minority citizens was 16.2 (Ryan et al., 2007). This study indicates that the rate of increase of the number of visible minority teachers is not keeping pace as the number of visible minorities in the general population continues to rise.

After analyzing the overall results of both censuses, Ryan et al. (2007) observed and noted that "The first, and most obvious, is that the proportion of 'visible minority' teachers in the overall teacher workforce is *consistently less* than the proportion of 'visible minority' citizens in the general Canadian population in both 2001 and 2006. This ratio holds true for Canada as well as the provinces and cities" (p. 597). The researchers pointed out another trend: "Another significant trend is that the proportion of 'visible minority' teachers in the teacher workforce has *decreased* relative to the proportion of "visible minority" citizens in the Canadian population, although their actual number has increased" (p. 579).

The disparity between visible minorities in the teaching workforce and the general population has attained alarming proportions in the largest Canadian cites. For example, the 2001 census data indicated that in Metropolitan Toronto the percentage of visible minority teachers was 14.7, while the percentage of visible minority citizens was 38.8 (Ryan et al., 2007). The 2006 census data indicated that in Toronto, the percentage of visible minority teachers was 18.6, while the percentage of visible minority citizens was 42.4 (Ryan et al., 2007). These declining trends in the number of minority teachers compared to the number of visible minority citizens were also noted in Vancouver and Montréal (See Table 1, Ryan et al., 2007, p. 598).

In an article by Louise Brown that was published in the Toronto Star on May 19, 2008, this author reported that, "A study of Toronto's teachers shows only 23 percent are from visible

minorities – yet seven in 10 high school students are not white [that is, 70 percent are visible minority students]. The Toronto District School Board, like many across the GTA [Greater Toronto Area] has said it wants to shrink that gap as one way to engage disaffected students" (Brown, 2008). Brown (2008) went further to also state that:

> Educators agree there aren't enough teachers of color, and it's
>
> not that faculties of education across Ontario aren't wooing
>
> visible minorities. York University's faculty of education gives
>
> extra consideration to applicants who identify themselves as
>
> visible minorities and runs active outreach programs in the
>
> Jane-Finch neighbourhood. It also runs an urban diversity
>
> program for which half the students must be visible minorities.

Despite these recommendable initiatives taken by York University's faculty of education, other Canadian faculties of education, still, seem not to acknowledge the importance of increasing their pools of visible minority students, and are making little or no efforts to do so.

Villegas and Lucas (2004, as cited in Ryan et al., 2007) have used the pipeline concept to explain the shortage of teachers of color. Ryan et al. (2007) have used this concept to illustrate the failure of education systems to generate prospective students for waiting educational institutions. It makes sense, therefore, from a pipeline perspective that a low representation of minority teachers will inevitably lead to a low representation of minority principals. In the Canadian context that has an underrepresentation of minority principals, aggressive strategies may be used to increase the pool of minority students in educational leadership.

3.2.4.3.2. Using Numerical Targets for Minority Recruitment

Despite the differing strategies that may be implemented, the need to attract, recruit, and retain minority students continues to be a challenge. In the Canadian context, a quality education would require that all students be exposed to the variety of cultural perspectives that represent the nation at large. This exposure can be accomplished via a multiethnic administrative force in which minority groups are included at a level of parity with their representations in the population. The present study, therefore, commends the recommendations of the *Task Force on the Participation of Visible Minorities in the Federal Public Service* (2000), which were aimed at enabling the Canadian government to bring about the changes necessary to create a representative federal public service. The Task Force's recommended benchmark rate of 1in 5 recruitment in the public service matches the rate in 1998 of visible minority applicants in general recruitment (20.6 %) and is well within the rate in 1998 of visible minority applicants in post-secondary recruitment (30.2 %). The Task force considered its recommendation to be legal:

> The Task Force sees Health Canada's response to the Canadian Human
>
> Rights Tribunal decision as a demonstration that targets work when
>
> given the force of law. In that decision, the remedial measure called for
>
> a hiring rate double the labour market availability (…). The Task Force
>
> believes that departments do not want to find themselves being similarly
>
> overtaken by events and having to comply with legal directives (p. 5).

The decision of the Canadian Human Rights Tribunal demonstrates that it is legal for institutions and programs to use numerical benchmarking policies and procedures for improving diversity in education. Educational leadership programs need not be exempted from the legal practice of establishing a numerical target for the recruitment of minority students.

As recommended by the Task Force, educational leadership programs could likewise establish a realistic, pragmatic and attainable benchmark for the recruitment of minority students, which should be at parity with the percentage of visible minorities within their area of jurisdiction. Furthermore, programs should seek a benchmark that is simple and easily understood, and should provide for financial resources, implementation, reporting, monitoring and accountability to help programs attain the benchmark. Moreover, there should be a time frame within which programs must attain the benchmark. They can devise strategies to achieve the benchmark that are adapted to their specific demographic situation. Still going by the recommendations of the Task Force, programs can determine where and how they can best make faster progress and direct their human resources departments accordingly.

Additionally, each graduate program should strive, overall, to surpass the benchmark in order to be at the forefront of change. Programs should first of all reach out to their own internal undergraduate students and local institutions. When the need arises, programs may expand the geographic area of selection, to reach larger recruitment pools, making financial provision to assist human resources departments to meet increased relocation costs and establishing partnerships with other institutions. "Widening the applicant pool has been shown to improve the appointment of visible minorities" (*Task Force on the Participation of Visible Minorities in the Federal Public Service* (2000, p. 8). Graduate programs need to separate the recruitment of visible minority students out in strategic plans as a recruiting strategy that stands on its own.

The present study, however, cautions that, "That recruitment [of minority students], however, must not be done as a token gesture, putting individuals in positions to watch them struggle to meet old criteria of success and ancient stereotypes of leadership" (Marshall, 1989, p. 12). Neither should the recruitment simply be intended to appease ethnic groups. Rather,

universities and graduate programs should provide for financial, material and human resources to help graduate programs attain their benchmarks. Also, in setting a numerical target for the recruitment of minority students, programs need to create a climate that acknowledges the values of all students. "The climate must show that all populations are valued and that standards were not adjusted to admit or eliminate these populations" (Dumas-Hines et al., 2005, p. 439).

3.2.5. Provision of an Ethno-culturally and Racially Diverse Campus

Hurtado, Milem, Clayton-Pederson and Allen (1998, as cited in Carter, 2006) have stated that most institutions will focus on increasing numbers of diverse students when implementing diversity initiatives, but the state of the campus climate will impact whether institutions can retain those students. A critical issue in the [minority] student experience may be the adjustment to the program environment (Emery, 2011). Quebec Human Rights Commission (2011) has noted the importance of having school staff and employees who reflect the diversity of students:

> Not only would a school staff who better reflects the ethnocultural
>
> diversity of the students be better equipped to take into consideration
>
> the needs specific to such students, but students from immigrant
>
> families would have models of success and inspiring authority figures
>
> with whom they could identify more easily (p. 79).

Minority students "face the challenge of adapting to higher education institutions which have a primarily European-American orientation. Being a minority person within a social and academic setting based on Anglo values often constitutes a barrier" (Thomason & Thurber, 1999, p. 1-2). Increased diversity benefits students from both majority and minority groups (Casteneda,

2004, as cited in Guo & Jamal, 2007), as has also been acknowledged by other studies (e.g., Pike and Kuh, as cited in Guo & Jamal, 2007).

According to Fox (2005, as cited in Emery, 2011) the burden of responsibility for diversity rests on the shoulders of the institution. According to Emery (2011), in the quest to improve minority student persistence, institutions must become culturally sensitive and inclusive, and willing to engage in an active dialogue about how best to serve the needs of minority students at all stages in the student experience. Indeed, a critical factor in the retention of minority students at majority institutions is the extent to which the minority student connects with the institutional environment and avoids the sense of alienation that typically occurs (Reed & Hudepohl, 1985, as cited in Wiggs & Elam, 2000).

Student and faculty numbers are not the only important recruitment and retention factor in regards to the minority population in higher education. The limited number of other minority stakeholders plays a large part in minority students' hesitancy to attend PSE. Consequently, graduate programs need to evaluate their campus climate to determine the extent to which it is culturally inclusive (Dumas-Hines, 2001) and then take the appropriate actions. The present section examines strategies that could be used to diversify campus climate, including having a critical mass of minority students, increasing the recruitment of minority faculty, and having minority student organizations. Other strategies include having minority student affairs offices and engaging minority alumni, families and associations.

3.2.5.1. Engaging a Critical Mass of Minority Students

A school with a student population that is not diverse may face challenges in recruiting minority students. Minority students enrolled in a school can be part of the recruitment program

by giving the orientation tour of the school or serving as mentors to new students (Lopez et al., 2003). For retention purposes, the presence of other minority students may become a significant source of support. Having a group to identify with makes it easier for minority students to fit into the particular school and gives them a sense of belonging, as they have someone in the institution they can turn to whenever the need arises. Minority students in upper classes could assume a big brother/sister role and guide new minority students through the transition phase (Wadenya et al., 2003). Current minority students will effectively perform these roles if the level of their presence on campus has attained the critical mass (See Roadmap to diversity, 2008, as cited in Price & Grant-Mills, 2010). "In contrast, in schools where there are few minority students or at times one minority student (…) there is a general feeling of not belonging" (Lopez et al., 2003, p. 1111).

One noticeable characteristic of all the exemplary institutions in the study of Rogers and Molina (2006) was that all their departments and programs contained a critical mass of students of color. However, as defined in the Roadmap to diversity (2008, as cited by Price & Grant-Mills, 2010), a critical mass is not merely a numerical milestone; it is a level of presence in the academic environment that cultivates inclusiveness, welcomes diverse perspectives, and produces diverse interactions to enrich educational experiences. Engaging a critical mass of minority students appears to have a positive impact on both recruitment and retention efforts (Rogers & Molina, 2006). The critical mass also provides these students with a strong voice and a sense of empowerment in the recruitment and retention process that enables them to encourage applicants from their own ethnic groups (Lopez et al., 2003).

Creating a pipeline between historical minority institutions and home institutions is another beneficial recruitment strategy to increase minority student enrolment (Rogers & Molina, 2006). This would allow prospective students to learn about programs offered and to begin to

develop relationships with key people while considering attending the programs (Rogers & Molina, 2006). Graduate programs with few minorities in areas where the schools are located need to expand their minority student recruiting efforts beyond their local communities. Specific to the graduate level, Pruitt (1989, as cited in Thomason & Thurber, 1999) provided excellent suggestions aimed at increasing the pool of minority students, and this information may be adapted and used at different levels of higher education, including educational leadership.

3.2.5.2. Improving the Recruitment and Retention of Minority Faculty

The most recurrent psychosocial factor related to the under-representation of minority students in physical therapy described in the literature is the shortage of positive minority role models and minority full-time faculty members (Hill-Hogan, 1990). The results of one study (Splenser et al., 2003) indicate that having a high number of minority full-time faculty members is related to having a high number of minority applicants. This study determined that there was a significant correlation between minority full-time faculty and minority applicants; that minority students consider minority full-time faculty as a factor in applying to a program.

The more informal interaction between faculty and students, the more retention increases, as faculty provide students with skills to function in the mainstream without devaluing their own cultures (Pipes, Westby, & Inglebert, 1993, as cited in Thomason & Thurber, 1999). As illustrated in the literature by Thomason and Thurber (1999):

>   Minority students are required to swim against the tide in the sea
>
>   of the majority. By increasing the number of minority students and
>
>   faculty as well as providing a positive learning environment, the
>
>   tide's direction will change and the current can carry the students

away from struggle and resistance and into a supportive and

nurturing environment. It is necessary to spend large amounts of

money to change the tide (p. 20).

Nelson and Brammer made the following strong point on the importance to institutions of

having minority faculty: "Dearth of minority faculty at the university or in a discipline

discourages minority students from selecting that university or discipline, since most students are

comfortable in environments that include people with backgrounds and characteristics similar to

theirs" (as quoted in Tapia, 2010, p. 33). Tapia (2010) has posited that:

As minority faculty we serve as role models in two directions. We

demonstrate feasibility to the minority students and show the

non-minorities that we as minorities can be excellent teachers and

faculty. We promote understanding in components that non-minority

faculty members cannot (…). Consequently, I strongly encourage us

to create more programs and invest more funding with the goal of

developing minority faculty (p. 33-34).

Tapia further stated that "Universities have the responsibility to hire and promote minority

faculty members, and if we take the role seriously, we could make a significant improvement"

(Tapia, 2010, p. 35). Educational leadership programs also need to take on this responsibility.

The relationships minority students form with faculty are extremely important for their

success. Though it would be ideal to match minority students with faculty of the same ethnicity,

this is probably impossible (Adams & Wadsworth, 1989, as cited in Thomason & Thurber,

1999). Due to their underrepresentation, the few minority faculty members would be overloaded

and it would limit the number of students who could be mentored. With few minority faculty

members on campus, White faculty can also play an important role in retaining minority students. However in this context, "Within the classroom, professors must be aware of potential communication barriers. They must also be aware of their own attitudes and try to be role models for promoting the success of all students" (Thomason & Thurber, 1999, p. 22).

In their interdisciplinary review of mentoring research, Hansford, Ehrich, and Tennent (2004, as cited in Young & Brooks, 2008) noted that, "Indeed, all parties have a responsibility to make mentoring work so that it can be a positive force for individuals and their organizations" (p. 399). It is, therefore, possible for programs, with or without minority faculty, to successfully guide and lead minority students throughout their study period. This is consistent with the following assertion made by Lowenstein (1997):

> The minority adviser must be energetic and compassionate; he or she
> must truly care whether minority students succeed. And the faculty
> must be acutely aware that the success of the overall program is largely
> related to how they deal with the individual minority student in the
> classroom and instructor's office (p. 25).

3.2.5.3. Creating and Sustaining Minority Student Organizations

Incorporating minority cultures into social activities are ways to increase the retention and improve the recruitment of minority students (Thomason & Thurber, 1999). Minority student organizations can help in campus diversification, and in the recruitment and retention of minority students (see Rumala & Cason, 2007; Talbert et al., 1999). Programs without minority associations may have difficulty attracting new minority candidates (Fenwick, 2001, as cited in Sanchez et al., 2008). This makes sense because students enrolling in programs expect to enjoy

some sense of bonding with students and staff of their own culture. Having a group to identify with makes it easier for them to fit into the particular school. Student members of minority organizations share their experiences, socially integrate and establish networks (Talbert et al., 1999), through which they receive mentoring and professional advice (Lowenstein, 1997).

Additionally, members of minority student organizations are valuable in recruiting future minority students to campus activities (Talbert et al., 1999). This is a particularly effective strategy since the enthusiasm of minority students was found to be contagious (Lowenstein (1997). Reporting on the importance of having these organizations, Lowenstein noted that:

> If there is a minority student association, its members can be invaluable in recruiting students on campus or in their old high schools. They probably are enthusiastic already about their major and future professional field. Colleges that don't have a minority student association should think about starting one (p. 22).

Student members take an active role in participating in career fairs, communicating with academic advisors, attending and making presentations at national minority assemblies, hosting minority applicants when they come to campus for interviews, and advising prospective minority students before and after registration (Wadenya et al., 2003). In addition to offering numerous social opportunities, student organizations may assist in facilitating communication among students, faculty, and administration. Graduate programs should, therefore, encourage minority students to be active participants in student organizations. Programs should provide for the material, human, and financial resources necessary for creating, promoting and sustaining minority student organizations on campus. More important, they should also encourage cross-cultural programming of campus events among the various student organizations.

3.2.5.4. Establishing and Sustaining Offices of Minority Affairs

The intensification of recruiting, advising, counseling, early warning prediction, extracurricular activities, faculty mentoring, financial aid, housing, academic support, and policy changes is very important for the retention of minority students (Cervantes, 1988, as cited in Thomason & Thurber, 1999). However, as asserted by Thomason and Thurber (1999),

> Problems occur when programs do not get information to the students about services or the programs are not accessible to the students. A program may succeed if it effectively supports the students; student affairs programs are a high priority on campus, they are high profile, and they can effectively guide students through their education. This type of program can truly make a positive impact on retention and assisting students with the problems they face (p. 17-18).

Graduate programs should provide a training that includes basic academic and student services that meet the needs of minority students. "Effective student retention [requires] cooperation and collaboration between the academic and student affairs areas" (Dolence, 1991, as quoted in Thomason & Thurber, 1999, p. 16). Although admission statements vary from institution to institution, minority affairs offices are generally charged with the recruitment and admission of minority students and with the development of personal and academic support services to enhance their retention and success (Shield, 1994, as cited in Wiggs & Elam, 2000).

A minority Affairs office must play a significant role in the development of a supportive environment. Pamies, Lawrence, Helm, and Strayhorn (1994, as cited in Wiggs & Elam, 2000) emphasized the importance of the role of the minority Affairs Offices in aiding students and guiding them through a wide range of problems, including ensuring their access to support

services. However, responsibility for the enhancement of the learning environment of the institution rests across all sectors. According to Wiggs & Elam (2000), central to the plan to enhance minority recruitment and retention was: "The notion that the role of the minority affairs office should include expanded responsibility in the recruitment, admission, and retention of minority students, and the office should serve as the primary conduit for cooperative efforts between all (…) units" (p. 129).

Minority Affairs offices may work together with minority student organizations, and minority faculty to develop programs to increase enrollment of minority students. This could include conducting recruitment seminars, personal and academic counseling, communicating with minority parents, alumni and communities, attending and making presentations during minority organization meetings, hosting minority applicants when they come to campus for visits and interviews, and advising prospective students before and after registration.

According to Lopez et al. (2003), it is possible that not all schools have an office designated for minority students. Even if there is such an office, minority students may not know of its existence or may not fully utilize the services it offers. The Office of Minority Affairs may need to be made more visible, relevant, available, and supportive to students. Also, because the office may have a broad mission, it could involve minority students in promotional programs and advertising, and other initiatives to illustrate to the public that minorities are contributing members in educational leadership and to present role models to minority youth (See Wiggs & Elam, 2000). However, Offices of Minority Affairs will not achieve their goals without a strong institutional commitment to diversity. Programs need to encourage and support their own Offices of Minority Affairs by providing the necessary material, financial and human resources.

3.2.5.5. Having a Diverse Staff and Administration

Improving minority student and faculty representation is not the only area of importance; a larger representation of other minority employees on campus could also provide assistance in recruiting and retaining minority students. According to Cervantes (1988, as cited in Thomason & Thurber, 1999), the need is great for more minority faculty and staff to be hired in order to properly meet students' needs and improve retention. In fact, Rogers and Molina (2006) reported that students emphasized that in addition to faculty-student mentorships, support from other [minority] sources was vital to their success. At two of the institutions involved in their study, "departmental staff of color were specifically noted for being instrumental in offering support to entering students, dispensing information about negotiating the graduate school experience, and providing ongoing moral support to students" (p. 154).

Taylor and Olswangs (as cited in Rogers & Molina, 2006) 's study also found that personal and concerned contact between students and staff of color was critical to creating a supportive environment. Minority staff and administrators can act as role models for disadvantaged students and may contribute to their academic success by influencing practices and programs. Conversely, according to Magdaleno (2006, as cited in Sanchez et al., 2008), same-race administrator mentors can guide their protégés through the racial barriers they face, based on the mentors' own personal and professional experiences. Also, minority staff and administration can act on behalf of minority students in a number of ways, including advocating for programs or funding or policies that may benefit these students. Weiher (2000) has found that increased minority representation among teachers and administrators is strongly associated with less discrimination, more favourable policies, and improved minority student performance.

The reality in Canada is that minority students are largely interacting with faculty whose race, ethnicity and cultural backgrounds are different from their own; this may impact their experiences, and more specifically, their sense of belonging within the academic climate, as it contributes to their ability to learn and succeed (Karp and Hughes, 2008, as cited in Emery, 2011). Employees [from minority groups] may incorrectly interpret minority behaviors and academic practices (Burk, 2007, as cited in Emery, 2011). Non-visible minority faculty may give completely wrong meanings to the facial expressions and body gestures of minority students. In such context, minority students would, therefore, need only non-visible minority faculty members and administrators who are willing to go above and beyond to support and mentor them (Pope, 2002, as cited in Emery, 2011). Graduate programs should, therefore, seek to improve recruitment and retention efforts geared towards increasing the number of minority employees and offering cross-cultural training to non-visible minority faculty members.

3.2.5.6. Involving Minority Alumni, Families and Communities

Community resources may also be used to improve the recruitment and retention of minority students. Tapping into the perceptions of community needs can provide minority students with the aspirations to become school administrators. For minority students, culture, family and community are extremely important, and this fact can be used to recruit minority students (Thomason & Thurber, 1999). Recruitment programs also need to include parents of minority students or family members (Lopez et al., 2003; Wiggs & Elam, 2000). Minority parents and families may provide guidance for their children during the application process. Minority alumni can support minority students and as role models (Lopez et al., 2003).

A strategy that is often underutilized in early recruitment programs is the involvement of parents, although studies show that parental support is a major factor in sustaining career interest and aspiration of students from low-income and minority groups (Fleming & Harrison, Flores & O'Brien, Turner & Lapan, as cited in Wadenya & Lopez, 2008). In another study (Stavisk, & Herbert, as cited in Wadenya & Lopez, 2008), minority students have reported that they have used family members as sounding boards when they made career decisions.

According to Wadenya and Lopez (2008), parental support and participation in recruitment programs are important in sustaining the career interests and aspirations of students. Encouragement from parents has been demonstrated to be a stronger predictor of aspiration compared to encouragement from teachers and friends and social status (Sewell & Hauser, 1975, as cited in Wadenya & Lopez, 2008). Lowenstein has reported on the importance of involving the parents of minority students in the recruitment process: "Recruiters should think about ways of bringing potential high school and community college students for a visit to the campus with their parents. Parents play an especially important role when younger students decide on their educational future" (Lowenstein, 1997, p. 22).

Overall, minority parents, faculty, alumni and students "can provide the role-modeling, skills, knowledge, and resources that are needed for students to stay focused (…), especially because very few [underrepresented] students may have family members who can provide this support for them" (Wadenya & Lopez, 2008, p. 686). Consequently, educational leadership programs need to encourage the involvement of minority stakeholders (students, parents, faculty, staff, administrators, alumni, and other community members and organizations) in recruitment and retention processes, as well as other campus activities.

3.2.6. Provision for a Multicultural and Anti-Racist Education

3.2.6.1. Rationale

A serious concern for all higher education is that members of minorities may find it difficult to keep their ethnic values and norms. In fact, according to Thomason and Thurber (1999), "To require members of minority cultures to adapt to the majority culture in higher education is a disservice to all. Someone cannot be successful in a system where their values are not respected enough to be provided tolerance and acceptance" (p. 5). For example, "If we want American Indian students to be able to compete in the white man's world, we must support them in achieving their unique power and potentiality" (Hill, 1991, as quoted in Thomason & Thurber, 1999, p. 5). As Young and Brooks (2008) have asserted, "In some [minority] communities, the decision to pursue an advanced degree at a traditionally White university is viewed as accepting the choice to abandon one's culture and adopt that of the White establishment" (p. 397). This is evident when minority students have curriculum materials and research that represent the cultural values, beliefs, and practices of the dominant groups.

3.2.6.2. Provision for Diversity Issues Courses and Research

One of the main responsibilities that programs have in supporting and connecting with minority students is in addressing course offerings and the curriculum. Academic curricula that do not thoroughly overview and address racial and cultural issues send the message that the institution does not value the beliefs, attitudes, shared meanings, and traditions of cultures outside the dominant culture (Young & Brooks, 2008). Multicultural examples and ways of knowing must be infused into course curricula including class and online materials, course assignments, group projects, and exams (Burk, 2007, as cited in Emery, 2011). According to

Wagner, "As society changes and the nature of student population changes, the overall program design must also change" (2000, as quoted in Satchwell, 2004, p. 6).

Syed (2010) has described the challenges and accomplishments of teaching multicultural education in graduate courses at universities. Syed's research paper was framed by the question: "What are the personal and pedagogical experiences of Canadian educators who engaged with the challenges of teaching multicultural education in their graduate courses?" (p. 255). Multiculturalism is often not given the attention in teacher education curricula it deserves (Cochran-Smith, 2004, as cited in Syed, 2010). Zinger described the state of the Canadian education system as follows:

> The vast majority of Canadian schools continue to teach from a
> Euro-centric curriculum and despite attempts to incorporate
> "multicultural education" into these systems, the systems primarily
> serve to perpetuate the illusions to students that Canada is the country
> of the white majority (...). The curriculum within Canada's educational
> systems is out of step with the realities of Canadian life and is not
> adequately serving the students (as quoted in Syed, 2010, p. 258).

According to Syed (2010), "Even within the curriculum that is used, the Eurocentric curriculum in Canadian schools does not adequately address the realities of student life" (p. 258).

Guo and Jamal (2007) recommended the integration of multicultural and anti-racist education in order to promote critical reflection at the individual, classroom, and institutional levels, and nurture cultural diversity in the day-to-day lives of academics. A curriculum that does not represent perspectives from minority groups is likely to discourage minority students and impart the implicit message that their views will not be respected or valued (Campbell, 2007, as

cited in Emery, 2011). With such a curriculum, minority students may feel erased from the discourse (Rapp, 2001, as cited in Boske, 2010).

The importance of having a solid research on diversity and minority issues has also been reported. According to Sanchez et al. (2008), alongside a lack of multicultural perspectives, a lack of specific, solid research is an obstacle to promoting diversity within public education leadership. Gallavan has suggested that "more research needs to be conducted regarding the instructors of these [multicultural] courses – their challenges, conflicts, and coping skills (2000, as quoted in Syed, 2010, p. 258). Tillman (2003) noted that:

> Advising master level students can be used to help students of color assess their readiness for doctoral study. As advisors we can help prospective doctoral students of color prepare for the rigors of doctoral study by spending time discussing with them the norms and expectations of our individual programs (…). Once students of color have begun their doctoral study, we have a responsibility to be accessible and supportive, providing them with mentoring that addresses their professional as well as their personal development. Including students in teaching, conference presentations, research, and publishing must also be combined with providing them with social and emotional support (p. 3).

Tillman (2003) also found that "differences in research interests of mentors and mentees was a factor in the extent to which they collaborated on research and writing projects" (p. 3). This author then suggested that a mentor should be encouraged to become familiar with the mentee about specific ways he/she can be of assistance in the areas of research and writing.

Brunner and Peyton-Caire (2000, as cited in Sanchez & al., 2008) have reported that leadership programs fail to focus on women and minorities because, in part, White males are typically dominant in these programs. Quebec Human Rights Commission (2011) recommends "that faculties of education include compulsory courses or training on antiracism and intercultural education in their basic teacher training programs, and that school boards include them in their continuing education programs" (p. 79).

An analysis conducted by Young, Petersen and Short (2002, as cited in Sanchez et al., 2008) stressed that traditional educational leadership programs are no longer adequate. They asserted that changes in schools and society require transformations in these programs; programs need to develop future principals whose skills are aligned with the needs of today's schools. Woodrum (2002, as cited in Sanchez et al., 2008) found that minority principals dealt with competing values and expectations. Woodrum further noted that on one hand, programs taught the need to embrace diversity, but on the other, programs failed to teach how various cultures' perceptions of minority leaders might affect their roles, expectations, and potential challenges related to a principal's ethnicity. On a similar note, Gardiner and Enomoto (2006, as cited in Sanchez et al., 2008) focused on the need for preparation programs to develop multicultural leaders; candidates lack the skills and knowledge to effectively lead in a multicultural school.

According to Sanchez et al. (2008), a "gap" exists between skills and knowledge developed by principal preparation programs and the skills and knowledge needed by leaders who serve in some of our most needy schools. These researchers further asserted that if programs systematically and routinely address assumptions, needs, and values, then transformation can be expected. Failure to do so will almost certainly maintain the status quo and barriers will proliferate. Leadership preparation programs must develop proactive plans to address the issues.

McCray, Wright, and Beachum (2007) had cautioned the need for university leadership preparation programs to acknowledge the historical and current role of race in our society and the field of educational leadership. McCray et al. further asserted that for this to be effective, however, programs must respond appropriately by diversifying their curriculum (courses and the research) to be inclusive of the voices and experiences of minority groups.

Price and Grant-Mills (2010) have posited that, "A shared learning environment among diverse students, instructional content infused with cultural elements, and differences in student perspectives represent curriculum diversity" (p. S87). Educational leadership programs must, therefore, critically examine their curricular practices, pedagogical biases, and policies that deal with issues of race (Scheurich & Young, 1997, 2002, as cited in Boske, 2010). Developing spaces for faculty and aspiring school leaders to grapple with such issues is pertinent to their own development (see Terrell & Lindsey, 2009, as cited in Boske, 2010).

Programs must accommodate the growing diversity of the student population and offer curricula and programs that are relevant to their experiences, learning needs and aspirations (Anisef & Bunch, 1994, as cited in Kilbride et al., 2001). They must seek to create programmatic curricula changes that encompass multiple perspectives to broaden experiences beyond what is most familiar (Hafner, 2010, as cited in Boske, 2010). Academic curricula should, therefore, include relevant cultural issues, and perhaps specific information about minority cultures. To ameliorate the establishment or perpetuation of a "hidden curriculum" faculty should be sure to examine and evaluate the materials that they use in courses and consider how certain viewpoints and perspectives may be marginalized (Grogan, 1999, as cited Young & Brooks, 2008).

Finally, the use of diversity issues courses and research into an anti-racist curriculum will enable programs to better prepare principals, especially minority principals, to address the

values, needs, and expectations of diverse communities (Sanchez et al., 2008). However, advancing conversations and advocating for the implementation of race-sensitive curricula, policies, and practices can be contentious work, yet as asserted in Young and Brook (2008)'s study, it is necessary work (Young & Laible, 2000, as cited in Young & Brooks, 2008).

3.2.7. Provision for Financial Assistance
3.2.7.1. Rationale

The importance of committing financial resources as a means to increase the number of minority students has been reported by many studies (e.g., Lopez et al., 2003; Lowenstein, 1997; Rogers & Molina, 2006; Thomason & Thurber, 1999; Wadenya et al., 2003; Wiggs & Elam, 2000). Porter, Porter, and Blischen (1979, as cited in Maldonado, 2010) discussed how "money matters" even in K-12 public schools that do not charge tuition since performance in school can require additional money for trips, books and other learning materials. Studies in the US point to family SES as a major influence in explaining the difference in postsecondary achievement between some minority groups and Whites (Warren, 1996, as cited in Abada et al., 2009) and lower university enrollment among some minority groups (Rumbaut, 2005, as cited in Abada et al., 2009). American research also shows that a family`s wealth shapes their children's odds of attending a post-secondary institution (Conley, 2001, as cited in Maldonado, 2010).

In the Canadian context, the rising costs of obtaining a university degree continue to make affordability a cause for concern for students and parents. According to the Association of Universities and Colleges of Canada (2007), "Tuition is the most commonly tracked measure of affordability, though it is by no means the only variable a potential student will use in making his or her decision" (p. 36). Recent Canadian studies (e.g. Finnie & Mueller, 2007; Frenette, 2005,

as cited in Maldonado, 2010; Williams, 2005) have also found that PSE attendance in general, but especially at the university level, is conditioned by parental income. Thus, individuals from the highest income families are much more likely to go to university than are those from lower income families (Butlin, 1999; Maldonado, 2010; Williams, 2005). For example, Maldonado asserted that "Family finances may indeed emerge as a primary factor in reinforcing already pronounced exclusionary processes in education" (p. 11).

Research studies have indicated that irrespective of educational attainments, visible minorities earn much lower average annual incomes (Anisef et al., 1999) and are overrepresented in low income households or SES conditions (Krahn and Taylor, 2005) compared to non-visible minorities. According to Maldonado (2010),

> While parents of all economic backgrounds may have the desire
>
> or intention of providing their children with educational resources,
>
> these activities become sites of inequality. Families that engage
>
> most frequently in these behaviours are those that have the financial
>
> resources to do so (p. 8).

Consequently, "immigrant [visible minority] parents' intentions for their children to continue on to post-secondary education may be hindered by more pronounced features of poverty and financial burden than their native-born counterparts" (Maldonado, 2010, p. 11), given that recent studies have shown that immigrant groups are experiencing a decline in incomes over the last 20 years (Sweet, Anisef, & Walters, 2008, as cited in Maldonado, 2010).

The financial barriers to the enrolment of minority students is further complicated by tuition fees deregulation in most Canadian provinces that is discouraging lower socioeconomic groups from entering PSE (Dooley, Payne, & Robb, 2009, as cited in Maldonado, 2010). As

asserted by Coelli (2005, as cited in Finnie & Mueller, 2007), tuition increases are likely to have a larger impact on individuals from low-income families. Research has shown that a greater proportion of students are borrowing to finance their education, and that those students are borrowing more (Berger, Motte, & Parkin 2007). Student debts can impact students' ability to participate in further PSE (Berger et al., 2007) and persistence and completion in university study. I hypothesize that the trends of increasing tuition of graduate studies and indebtedness will discourage talented minority students and those with a poor understanding of debt management (many of whom would be from racial and ethnic groups) from applying to educational leadership programs. These programs need therefore to offer the appropriate and needed financial assistance to minority students during the application process and throughout the entire program.

3.2.7.2. Committing Relevant Financial Resources and Information

During the consultation conducted by the Quebec Human Rights Commission (2011), "A number of participants insisted that the efforts to promote educational success by immigrant students and those from Black communities should be closely harmonized with the fight against poverty." (p. 63). The situation is complicated further because minority students overall tend to be unaware of financial aid resources available to them, such as loans, grants, and scholarships (Hill-Hogan, 1990). Programs should recognize the need for better information about costs and benefits and should make use of information tools to help eliminate some of the uncertainty regarding costs. That type of information will also be critical in designing targeted aid packages that can help maximize the impact of such aid for minority students with high financial needs.

Graduate leadership programs must therefore find ways to provide financial support to minority candidates when they are making recruitment decisions (Thomason & Thurber, 1999),

including distributing scholarships, bursaries, grants, and forgiving loans (Mumper, as cited in Williams, 2005; Sanchez et al., 2008; Rogers & Molina, 2006). As asserted by Mumper (as cited in Williams, 2005), grant support targeted toward the neediest students is the surest route to increasing the likelihood that they will attend university. More important, loans are often not an incentive for many minority students who do not want to incur large debts (Berger et al., 2007; Thomason & Thurber, 1999). For many minority students the use of grants and not loans is important (Pruitt, 1989, as cited in Thomason & Thurber, 1999).

There are useful suggestions in the literature that educational leadership programs in Canada can consider as they aspire to increase their shares of minority applicants, students and graduates. For example, Price and Grant-Mills (2010) had suggested that:

> Adequate student financial aid is important to achieving the institution's mission for diversity. Financial aid seminars should be integral to the admissions interview and subsequently offered at regular intervals in the (…) curriculum. Individual financial counseling must be available such that students receive regular debt management assessments to help them establish and maintain healthy financial habits that have short- and long-range implications (p. S95).

The present study agrees with Wadenya and Lopez (2008)′s call, and urges educational leadership programs to "provide students and parents with information about financial loans, grants, and scholarships; and assist students and their parents, through training workshops, with ways to apply for and receive these sources of economic support" (p. 286). Advising minority students financially requires the advisor to provide services that are sensitive to the minority students′ circumstances (Beaulieu, 1991, as cited in Thomason & Thurber, 1999). It would be

very helpful to have a minority advisor in the financial aid office to help with these kinds of issues (LaCounte, 1987, as cited in Thomason & Thurber, 1999).

Sanchez et al. (2008) acknowledged that many potential candidates for school leadership positions lack the resources to attend graduate school; candidates have student loans, family obligations, and consumer debts. Among other measures, at the time of application graduate programs should provide minority candidates with realistic assessments of their student-family finances, their financial obligations to the program, and the time needed to complete it. Programs can raise funds to offer matching grants to scholarship awardees and waive or reduce tuition where possible. Unobligated financial support (i.e., NOT loans) should include stipends and allowances for tuition, supplies, and professional development (see Sanchez et al., 2008).

Meaningful internships (Lowenstein, 1997) and increased funding for teaching assistant positions from minority graduate students will also be of help. Given that teachers find it difficult to meet the financial obligations associated with graduate school, preparation programs should hold classes in the evenings and weekends, to enable minority teachers to work full-time and complete their graduate programs. All of these financial measures aimed at encouraging success and retention in schools serving a disadvantaged clientele can only benefit racialized students.

3.2.8. Commitment among Support Services and Provision for Accountability
3.2.8.1. Rationale

One factor that facilitates retention is the development of a plan for diversity (Glover, 2005). Developing a written plan increases accountability and allows for the responsibilities of the plan to be shared. Also, a system of accountability should be built into a plan for diversity and retention of minority students. "Any successful retention efforts must have accountability.

Who is responsible if the desired results are not attained?" (Roberts et al., 2002, p. 44). Also, "It is important that in your diversity plan you have periodic evaluation points to measure the effectiveness of the program. It is also important to gather data on employee [minority student] attrition, to find out who is leaving and why" (Glover, 2005, p. 25). McNairy has asserted that "programs not based on data, without top-down leadership, and without support of institutional research are not designed with a proper understanding of the causes for student attrition, so they are generally not effective" (1996, as quoted in Carter, 2006, p. 38).

Brunson et al. (2010) have also posited that the essence of a successful minority recruitment and retention program is a high level of institutional commitment. According to Wadenya et al. (2003), endorsement and active support from the top is crucial; assured of a strong commitment from the administration, minority students and faculty may also become more active in the recruitment and retention efforts. However, Brunson et al. (2010) cautioned that, "as effective as these centrally driven, top-down strategies can be, their sustainability can be threatened if the negotiated support is not part of a long-term plan with significant commitment" (p. S82). Furthermore, "When a well-articulated outreach and recruitment plan is approved by the administration and coordinated in admissions, student affairs/services, and diversity units, the success of enrolling underrepresented minority students is increased" (p. S82).

A strong support service system is critical to the success of many underrepresented students (Tekian, 1998, as cited in Wiggs & Elam, 2000). This is consistent with the findings from recent studies by Rogers and Molina (2006), Brunson et al. (2010), and Price and Grant-Mills (2010). Rogers and Molina reported that the most prominent feature that seemed to drive all recruitment and retention efforts and activities across the exemplary departments and

programs in their study was the high level of institutional, administrative, and/or faculty commitment and support for a diverse student body.

3.2.8.2. Commitment for a diverse Student Body and Accountability

Programs need to build a plan for the recruitment and retention of minority students, a plan in which "all levels of the administration support the need for diversity not just in words but also in attitude" (Dumas-Hines et al., 2001, p. 439). Lundberg (2007, as cited in Emery, 2011) had stated that academic leaders, faculty, administrators, and staff should ensure that diversity and respectful, accurate cultural depictions are reflected in all areas of their institution. To increase the number of minority students, "It is important to recognize that recruitment and retention efforts will not be very successful unless they are made a priority and given adequate resources. Improving recruitment is a long-term process, and requires the commitment of university administration, as well as faculty and staff" (Thomason & Thurber, 1999, p. 2).

The successful retention of minority students in higher education must be an institution-wide priority (Thomason & Thurber, 1999). "It must foster a supportive and nurturing environment, focused on the full development of the student, and involve effective academic advising" (Dolence, 1991, as quoted in Thomason & Thurber, 1999, p. 17). Lundberg (2007, as cited in Emery, 2011) has asserted that an institution's promotion and encouragement of diversity can be the strongest predictor of underrepresented students' learning. In the report, "Minority Students in Journalism. Recruiting, retaining, graduating: Lessons from six experimental programs" Lowenstein (1997) stated that, "Minority recruitment and retention requires a major effort by a university. Successful programs must have the combined support of the university and school administration, the minority director and the school's faculty" (p. 25). Furthermore, "It

must provide adequate space, services and financial assistance. The college or department administration, preferably the top person, must be concerned and actively involved" (p. 25).

Graduate programs should emphasize their commitment to diversity and the enrolment of minority students. Also, "If universities truly desire to be reflective of a multicultural society, then each university must begin to collect and analyze data regarding its own campus and cultural diversity" (Dumas-Hines et al., 2001, p. 436). The University of Toronto, for example, has a Vice-President of Human Resources and Equity, signaling that diversity is a critical strategic issue for the institution. Among its many leading practices are an employee engagement survey, extensive data collection and benchmarking and transparent sharing of results including areas of strength and weakness (Hildyard, 2008). According to Wiggs and Elam (2000), carrying out a successful action plan requires clear, measurable objectives, well defined methods, and designation of responsible parties, appropriate resources, and target dates for completion.

Splenser et al. (2003)'s study has also underscored the importance of keeping pertinent information regarding the minority status in education programs. This will help in identifying effective strategies for the enrollment of minority students and in developing new strategies. "There is a need to enhance the current recruitment and retention strategies used or to employ new ones, which may result in more effectively accomplishing the goal of increasing the number of minority students " (p. 25). Thus, there is the need to assess past and present efforts and problems as a basis to establish office policy and long-term goals (Wiggs & Elam, 2000).

The relative lack of evaluative data for PSE access initiatives has been highlighted by a number of authors, including, Gándara (2001, as cited in Orders & Duquette, 2010). Gándara has noted that few programs had engaged in a thorough evaluation of their activities. Of the programs that *did* maintain rigorous evaluation data, she purported that the most effective

initiatives were capable of at least doubling PSE participation rates for under-represented youth. McCarthy (2002) has cautioned: "Every field must periodically take stock, and educational leadership is no exception. It is important to assess where we have been to provide a context for considering current and future directions" (p. 201). Graduate programs will be able to make appropriate adjustments if they evaluate their past and current enrollment endeavours. This entails collecting, monitoring, and analysis recruitment and retention data. This would also mean using these data to compare their strategies with strategies that other disciplines and institutions have successfully designed and implemented to improve minority student enrollment.

Consequently, the important question that graduate programs must seek to answer is: Are there data to confirm whether or not the program's financial and academic programs and general climate contribute to the successful recruitment, development and retention of minority students? Programs need to take a look at their current makeup of cultural diversity and then analyze the results. It is, therefore, important for programs interested in the enrolment of minority students to regularly monitor and analyze their cultural diversity and recruitment plans to discover what and who is working and not working, and then make the appropriate adjustments.

Educational leadership graduate programs in Canada should have strong support systems for monitoring, assessing and evaluating diversity efforts and recruitment policies, making sure that the appropriate individuals are held accountable for their units' successes or lack thereof (See Orders & Duquette, 2010). Programs should make sure various units and individuals are meeting objectives in a timely manner, and must also collect and report data on the enrollments, progress and graduation of minority students. This will help ensure that strategies and those responsible for their implementation are working. Programs should also compare what they are

doing with what other programs and institutions have done to successfully improve their recruitment, preparation and retention of minority students.

3.3. Summary

A review of relevant literature has thus provided us with strategies that educational leadership programs in Canada may find useful in their efforts to improve the recruitment, preparation and retention of underrepresented minority students. Programs can successfully improve their enrollments of minority students by designing and implementing the following strategies: 1) Providing for culturally specific marketing to target minority students; 2) providing appropriate pre-program and in-program interventions before and after minority students are admitted; 3) using alternative selection and graduation criteria to also include the use of noncognitive variables; 4) revising recruitment policies and procedure. This would include the use of non-traditional sources of admission such as paraeducators, and providing for a benchmarking recruitment system for minority students; 5) providing an ethno-culturally and racially diverse campus climate. This can be achieved by engaging a critical mass of minority students, improving the recruitment and retention of minority faculty, and creating and sustaining minority student organizations. Other practices to diversify the campus climate include establishing and sustaining offices of minority affairs, having a diverse staff and administration, and involving minority alumni, families and communities in the program and on-campus activities; 6) providing for a multicultural and antiracist education by having diversity issues courses and engaging in diversity issues research; and 7) demonstrating a strong institutional commitment to diversity and the enrollment of minority students, and by putting in place a system to ensure accountability.

CHAPTER FOUR

Summary, Conclusions and Implications for Future Study

4.1. Summary of the study

This study's use of a literature review is based on the assumption that knowledge accumulates, and that we learn from and build on what others have done. This review indicates that there have been successes relating to improving the recruitment and retention of minority students. Canadian universities can also use the enrollment strategies discussed in this study to increase their pools of minority students. After all, as Glover (2005) has noted, "The best way to start a plan for diversity is to research best practices to find out what other people are doing or have done that has been successful. Also, analyzing [the] current work environment would be helpful in this instance to discover what is working or not working" (p. 24-25).

However, this study does not suggest a one-size-fits-all model for the recruitment and retention of minority students in leadership programs**,** but, rather, offers vast and different techniques that give insights intended to inform program developers. This study has also emphasized the importance of identifying areas that can be changed to improve the recruitment, development and retention of minority students. The next step in the process is to understand how to do so, but since recruitment and retention improvement is an ever-changing subject, ideas from this study can be adapted to fit different populations or academic environments.

Scheurich and Laible (1995, as cited in Young & Brooks, 2008) have asserted that as educational leadership programs continue (or begin) to recruit minority students into preparation programs that have been traditionally and predominantly populated by White students, programs must be proactive if preparation reform is to move from empty (though well-intended) rhetoric

and toward substantive and equitable reform. To effectively support minority graduate students, programs must be committed to facilitating diversity and improving the enrolment of these students. Educational leadership programs in Canada need to move beyond acknowledging the need to increase the number of minority students into practical and committed action.

Thus, it is incumbent upon programs to redefine their goals as training institutions for future principals, where students are prepared for diverse classrooms. Many of the strategies discussed in this study have been implemented in a variety of disciplines, including psychology, physical therapist education, and medical, nursing and health related fields, but they may be adapted to fit other programs, including educational administration. As already cautioned, almost all the strategies presented and discussed in this study are from American studies and done by American scholars and researchers. Another important finding of this literature-based study is that it seems clear that Canadian educators can learn a great deal from the research that has taken place in the U. S. about minority students attending higher education. This is also a challenge; it is, therefore, time for proactive, tangible actions and results that will increase the racial and ethnic diversity in educational programs and subsequently in the principalship in Canada.

Almost all the strategies discussed in this study are U. S. - based and may or may not apply to the Canadian context due to socio-cultural and political differences. To help determine the extent to which these strategies can be used to enroll more visible minority students in Canada, it is useful to discuss how the U. S. and Canadian contexts differ. The US Census Bureau and Statistics Canada classify ethnic groups differently, and therefore a true comparison is difficult. This is further complicated by the fact that the population composition and education system in Canada are quite different from those of the U. S. It is, however, worthwhile comparing the outcomes of immigrant parents (also referred to as first generation) and of their

children (second generation) in both countries. Since most of these first and second generation immigrants are ethno-cultural minorities, their outcomes would be the same for these minorities. Picot and Hou (2011) has recently identified three areas of differences in the current U. S. and Canadian immigration practices that are important for the outcomes of immigrant children.

First, the annual immigration rates are relatively higher in Canada than in the U. S. Although the U. S. receives more immigrants than Canada, there are relatively larger first and second-generation populations in Canada than in the U. S. Second, the U. S. receives most of its immigrants from Mexico and other Central/South American countries, but most Canadian immigrants come from China, India and other Asian countries. While the largest ethno-cultural minority groups were Blacks in the U. S. and Asians in Canada (Central Intelligence Agency, 2000, as cited in Boe & Shin, 2005), the U. S. also has a large minority Hispanic group. Third, the U. S. employs family reunification as its main immigration program while Canada gives priority to the "skilled worker class" that uses a point system to select immigrants. Also, immigrant parents and children tend to be highly educated in Canada than in the U. S.

Another important difference is that Canada employs multicultural modes to incorporate immigrants into the society while the U. S. uses a combination of multicultural and assimilationist modes to gradually accept immigrants. Overall, multiculturalism seems to gain greater acceptance than the assimilationist mode. Studies also indicate that the correlation between the educational attainment of the immigrant parents and that of their children is greater in the U. S. than in Canada (Card et al., 2000; Card, 2005, as cited in Picot and Hou, 2011). Finally, much of the concern regarding educational outcomes focuses on the Mexican and other Hispanic/Latino immigrant communities in the U. S. and on Indigenous populations in Canada.

However, given that ethno-cultural minority students in the U. S. and Canada tend to be more socially and economically disadvantaged than their White peers, we should expect related lags in the school performance of these students in both countries. As already reported in this study, visible minority students perform poorly at the K-12 level in Canada compared their White peers. Similarly, ethno-cultural minority students in the U. S. record lower educational achievement and attainment than White students (e.g., Boe & Shin, 2005). Evidenced by the similarities in minority students' educational outcomes in both countries, it may be safe to use U.S. – based ethno-cultural minority enrolment strategies to increase the number of visible minority students in Canadian educational leadership programs. As befits knowledge transfer processes, these strategies may be adapted to the specific needs of the targeted visible minority groups in Canada, as well as to the unique situation of each Canadian leadership program.

The recruitment and retention of minority students in educational leadership is a complex one and depends on a variety of financial and nonfinancial variables. The policy implications of the current study are, therefore, not straightforward. For example, with limited financial resources, programs may find it difficult to provide needed financial assistance to minority applicants and students. This also poses serious problems with targeting minority candidates and reaching out and communicating with minority undergraduate students, alumni, and parents, as well as with applying early intervention strategies in schools having minority students who are interested in educational leadership. Also, programs may lack the financial resources to increase and promote minority faculty, to increase research on diversity issues, and to sustain minority student organizations. It may, therefore, be unrealistic to expect programs to implement all the needed strategies to increase minority students with limited financial means. However, although the work can be difficult, challenging and even disturbing for some, the time has come to

acknowledge inequity in the Canadian school systems and to engage it with an effective and sustained agenda of programmatic and personal action.

Certainly, the strategies presented and discussed in this study may not be easy for those in a dominant majority to accept and implement, yet educational leadership programs must look at the painful situation of minority students at the K-12 education level. The fast growth in visible minority citizens and student populations requires that meaningful actions be taken. In fact, under the prevailing situations, half measures or procrastinations wouldn't help. Programs must take this situation very seriously and work actively to increase their pools of minority students and graduates. More important, confronting issues of increasing minority student representation demands not only material resources but also commitment. If change is to take hold in educational administration programs, all the stakeholders involved – visible or non-visible minorities – must join the effort to support the enrolment of graduate minority students, sustain it over time, and be prepared to surmount both student and institutional obstacles.

Minority student enrollment involves a myriad of differing complex issues involving society, institution-related, and student-related issues. This research has theoretical and practical applications that would direct focus and lead graduate institutions to implement strategies for improving the recruiting and retaining of minority students. This research has practical implications for minority student enrolment that may contribute specifically to the field of educational administration, where it is proposed that the strategies reviewed and discussed be implemented. The vast and varying strategies discussed in this study have implications nationally as each program and institution has differing barriers to increasing minority student enrolment.

While all the strategies discussed in this review are important for all students, regardless of race and ethnicity, they are crucial for underprivileged and underrepresented visible minority

students. The immediate focus could be on having the commitment to diversify programs, to improve the admission and selection of minority applicants, and to develop an ongoing systematic evaluation of admission policies. Also, minority student and family variables should not be overlooked or considered as something that is beyond the control of preparation programs.

This study specifically focuses on the need to improve the performance of visible minority students by increasing the enrollment of minority students in educational leadership, so as to prepare more visible minority principals. However, an important implication of this study relates to the fact that Canadian schools are not simply multiracial. There are other significant indicators of difference that make the school systems truly and more diverse. Canadian schools are also made up of other minority groups and economically disadvantages students, including gays, lesbians, bisexual or transgender, Indigenous students, and students with physical, psychological and learning disabilities. Students from these other minority groups, just like their visible minority counterparts, have their own specific experiences, values, needs and school expectations. I am alert to the fact that the literature on women principals also often positions women in minority positions. A serious concern in Canada, however, is addressing educational equity for its Indigenous population, whose students are currently the most disadvantaged in terms of school performance. Since there is strength in the Canadian literature on the poor education attainment and high dropout rates for Indigenous students, improving their educational outcomes should be an important challenge for provincial/territorial and federal governments.

Students from the various minority groups would be comfortable in environments that include people with backgrounds and characteristics similar to theirs. It, therefore, makes sense that the recruiting, hiring and retaining of teachers and principals from these minority groups (e.g., gay and lesbian minorities, Indigenous populations, minorities with physical, psychological

and other disabilities) would provide much needed role models and appropriate mentors for these students. The presence of principals from these groups would assure students from the same group that they, too, have someone in authority that they can turn to – look up to or count on, so to speak, whenever the need arises. Role-modeling and mentoring by principals from these groups may offer the type of encouragement and direction necessary for these students to make important program and career choices and to succeed.

Accordingly, moral, political, social and economic arguments can be advanced to address the school needs of lesbians, gays, transgender, Indigenous youth and students with special disabilities, etc., including providing them with school leaders who share their backgrounds, characteristics and values. Graduate programs related to school leadership should, therefore, identify the various barriers to the enrollment of students from these groups and then adjust their efforts to better accommodate and support them. This will lead to the preparation of more principals from these groups, who will easily understand and empathize with lesbian and gay students and students with disabilities. These principals can also act on behalf of these minority students to advocate for the appropriate material, financial and human resources to address their specific needs and expectations. These principals would also hire and increase more school employees from these groups, which in turn will provide a conducive and favourable environment for these students to study and succeed.

Although this study acknowledges the importance of having principals that represent all groups of students, including all minority groups, the focus here specifically on visible minority students and principals is a direct response to the changing demographics in Canadian society and student populations. The fact that more that 80 percent of new immigrants to Canada are now from visible minority groups, coupled with the fact that schools are already ethno-culturally

and racially diverse**,** make the recruitment of more visible minority students in educational leadership programs and the workforce an urgent priority. This makes sense from a principal recruitment perspective because of the numerically higher strength of visible minority students in K-12 education level compared to students from other minority groups. However, since some of the barriers to higher education attendance and participation may be similar for students from other minority groups and their visible minority peers, strategies discussed in this study may be used or modified to increase the enrollment of other minority students in educational leadership.

4.2. Conclusions and Implications for Future Study

This study raises important issues regarding the increase in the ethno-cultural diversity of Canadian society and Canadian student populations; the poor performance of visible minority students despite the educational advantages among minority groups; the shortage of minority principals despite the benefits derived from their presence; and the eventual need to increase minority students in educational leadership. This study also has identified strategies in the literature that have been used to increase the recruitment, training and retention of minority students. It has also used these strategies in discussing how educational leadership programs in Canada might improve their support for minority applicants, students and graduates.

The results of this study may be useful in the planning of recruitment and retention programs for minority students in educational leadership. The major finding of this study is that there is now**,** and will continue to be**,** a shortage of minority principals and poor academic performance of minority students as long as there is a shortage of minority students in educational leadership. Undoubtedly, there is not a quick-fix solution to the current shortage of minority school principals. However, even if programs could remove one barrier at a time, that

single intervention could provide one more opportunity toward increasing minority students in programs, and by extension promoting diversity within public education leadership.

Minority student enrolment strategies in educational leadership could include the following components: providing financial assistance; diversifying the campus climate; using alternative admission and selection procedures; developing pre-program and in-program interventions; diversifying course and research programs; involving minority alumni, parents, current minority students and faculty for recruitment and retention programs; using culturally specific marketing; and increasing institution-wide commitment and accountability.

Since the nature and situations of students and institutions differ, each educational leadership program could identify and evaluate the student and institutional barriers that hinder its efforts at improving the recruitment, preparation and retention of minority students. This identification and evaluation are the first vital steps that must be done before programs can decide on which practices to consider from the vast and varying strategies presented and discussed in this study. Selecting and implementing the appropriate strategies should not be the end. Rather, programs should ensure that the appropriate financial, human and material resources are put in place to ensure the smooth implementation of these strategies. Programs must also collect and analyze data on the recruitment and retention of minority students in a timely manner to determine if the strategies and those responsible for their implementation are working successfully or not. Rewards should be provided when strategies are working and responsibilities must be assumed and appropriate adjustments made when strategies are not working. Finally, to be effective, the implementation of these strategies should be a collective and joint effort among the different stakeholders (students, parents, alumni, communities, faculty, staff, administrators, etc) and the different institutional and program units.

The process the author undertook to complete this Master's thesis was no simple task. Unfortunately, the time constraints of the study prevented any meaningful investigations into current practices that educational leadership programs in Canada use to increase the number of minority students. Although the aforementioned time constraints prevented the researcher from conducting an in depth inquiry into this subject at different graduate programs, it is suggested that future studies examine what these programs do or can do to improve their pools of minority applicants, students and graduates. A flexible action-research approach is necessary to address barriers to the enrolment of minority students by examining critical intervention strategies at the student, family, community, institutional and policy levels while focusing on increasing recruitment and graduation rates for visible minority students.

It is important to investigate ideas to meet the needs of minority students and overcome the challenges that they face regarding postsecondary education participation and completion. However, while all visible minority groups should be considered as part of the potential applicant pool for enrollment, it makes sense from a recruitment perspective to focus on the largest groups where most numerical gains might be made. The three largest visible minority groups in Canada, accounting for two thirds of the visible minority population, are the Chinese, South Asians and Blacks (Statistics Canada, 2008a). Further research with unsuccessful applicants, students, graduates, faculty, alumni, parents, and associations from these groups could provide useful information for the enrollment of their students in educational leadership programs, which may in turn lead to an increase in minority principals from these groups. Finally, it is difficult to generalize information on how to recruit, develop and retain minority students, due to the fact that even within the same minority group, there is a wide range array of differing reasons why students choose not to apply, enroll and remain in a school.

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