

Appendix A

Strategies for Student Recruitment and Success

UNC Charlotte seeks to recruit and graduate a diverse student body that reflects community diversity and addresses the state's need to increase access to higher education for historically underrepresented and economically disadvantaged students. Appendix A lists promising practices to promote a diverse student body and highlights some successful strategies used at UNC Charlotte. In addition, there are links to publications, institutions, and other resources useful for campus diversity.

Recruitment Strategies

Community Outreach

- Promote programs which bring residents from the Charlotte and surrounding communities to campus. Attention to community outreach, with particular emphasis on underrepresented populations.
- Create a multicultural recruitment day to bring under-represented groups to introduce students to the University.
- Recruit community college students and other transfer students. A sizeable number of underrepresented and low-income students are enrolled at community colleges. Forming partnerships with these institutions is a strategy for recruiting underrepresented students.
- Recruit and develop cooperative programs with institutions that enroll large numbers of students from racial and ethnic minority groups (e.g. HBCU's).
- Collaborate with pre-college programs and high schools to identify prospective recruits.

High School Outreach

- Host workshops and orientations for middle and high school students. College Prep Day for middle and high school students that includes workshops, student panels, campus tours, and information about application process. Minority Scholars Weekend is a three day orientation for high school students to stay in residence halls and attend classes. The Minority Admissions Workshop helps students and their families complete financial aid applications (University of Maryland and AAC&U, 1998).
- Visit racially diverse high schools and college fairs where diverse students are represented.
 - ❖ Presentations to expose under-represented students to college. Targeted groups include YMCA Black Achievers, Upward Bound and Talent Search groups. UNC Charlotte Office of Admissions
 - ❖ Participation in College Fairs that are targeted to minority students such as the Charlotte NSSFNS/Multicultural College Fair and the Latin American Cultural Center's Hispanic/Latino College Fair. UNC Charlotte Office of Admissions

- Enhance bridge programs to develop a smooth pipeline from K-12 to college, with particular emphasis on underrepresented groups. These programs must include components that reach out to potential students, families of potential students, guidance counselors, K-12 school administrators, and community organizations. The intent is to better inform and better prepare potential students for pursuing a college education.
 - ❖ The UTOP summer bridge program facilitates undergraduate students' transition from high school to college. Students enroll in 12 hours academic credit which includes a study skills seminar. Topics include: time management, exam strategies, reading and note taking, and procrastination prevention. UNC Charlotte Academic Services
- Offer summer programs that expose high school students to science, engineering, and mathematics.
- Monitor the participation of students enrolled in institutionally-sponsored pre-college programs.
- Include guidance counselors from high schools in the area, especially those from racially and ethnically diverse high schools, in a campus orientation.
- Fund support programs for area schools. Project Equity 2000 offers seed money to help students complete math classes in high school. (University of Maryland and AAC&U, 1998).

Financial Aid

- Provide advising and outreach about financial aid opportunities to low-income and other underrepresented groups.
- Support University development efforts that prioritize resources for need and merit-based financial aid

Climate and Inclusion

- Involve currently enrolled students, faculty, and staff in recruitment initiatives.
 - ❖ Multicultural Student Recruitment Committees: Faculty and staff join committee to aid the Admissions in staying connected to multicultural communities and suggesting recruitment ideas for those communities. UNC Charlotte Office of Admissions
 - ❖ Multicultural Student Receptions to introduce newly admitted minority students to the campus community and expose the students and their families to multicultural student organizations, student support services and alumni of the University. UNC Charlotte Office of Admissions
- Personalized the recruitment of underrepresented students.
 - ❖ Parent to Parent Letter: Letter from the parent of a currently enrolled minority student to the parents of admitted students. The letter discusses the transition to college and the

great opportunities that their child and the family have participated in and how much they love UNC Charlotte. UNC Charlotte Office of Admissions

- Disseminate information about campus diversity to prospective students and their families.
 - ❖ Diversity website created on the Undergraduate Admissions website to direct prospective students to resources and support. UNC Charlotte Office of Admissions
 - ❖ Multicultural Newsletters sent to all admitted students. UNC Charlotte Office of Admissions
 - ❖ Session at Explore, Open House, discussing opportunities available at UNC Charlotte and the UTOP program. UNC Charlotte Office of Admissions
 - ❖ Spanish Language Website: Website of key information for the admission process and university information translated into Spanish. UNC Charlotte Office of Admissions
- Ensure that images and messages in publications, office buildings, webpages, etc. indicate a welcoming environment.

Graduate Student Recruitment

- Recruit at graduate school fairs and conferences.
- Establish relationships with faculty at other institutions to facilitate referral of potential graduate students.
- Host campus visits and information sessions for prospective graduate students.
- Recruit of McNair Scholars from other institutions. McNair Post baccalaureate Achievement Program <http://www.ed.gov/programs/triomcnair/index.html>
- Encourage underrepresented undergraduate students to pursue graduate education.
- Develop baccalaureate to master's transition enhancement programs.
- Create opportunities for participation in undergraduate research with efforts to encourage participation of underrepresented students.
- Establish mentoring programs for advising and supporting graduate students.

Retention and Success

Academic Advising and Support

- Review disaggregated GPA data by semester to review how diverse groups of students are faring. Semester GPA can be useful in determining when achievement gaps in GPA begin. (Clayton-Pedersen, A. R., Parker S., Smith, D.G., Moreno, J. F. & Teraguchi, D. H., 2007)
- Examine data on major required courses to identify gaps in student success. (AAC&U 2007).
- Increase participation in curricular and co-curricular advising and academic support programs, with particular attention to the needs of students from underrepresented groups.
 - ❖ Student Advising for Freshman Excellence (SAFE) is a joint program of Academic Affairs and Student Affairs, designed for underrepresented students. SAFE uses individual tutoring, personal counseling, study sessions, interaction with faculty and staff, goal setting and leadership development to aid in the retention and graduation of participants. UNC Charlotte Student Affairs and Academic Services
 - ❖ Athletic Academic Center provides support services for student athletes including academic advising, tutoring, study hall, a life skills program, and academic recognition of honor. UNC Charlotte Athletics
 - ❖ Producing Readiness of Diverse University Cohorts in Education (PRODUCE), funded by the NSF through the NC Louis Stokes Alliance for Minority Participation (NC-LSAMP) <http://www.nclsamp.ncat.edu/>, is designed to recruit, retain, and graduate underrepresented students majoring in one of the STEM disciplines at UNC Charlotte. UNC Charlotte Academic Services
 - ❖ Building Educational Strengths and Talents (B.E.S.T.) is a federally-funded academic support programs designed to ensure the success of first-generation, low-income college students, and/or students with disabilities. UNC Charlotte Academic Services
 - ❖ The Diversity in Information Technology Institute houses UNC Charlotte's organized efforts to broaden participation in computing. The DITI was founded in 2000 within the College of Information Technology. The DITI programs emphasize recruiting, retention, and graduation of students from traditionally underrepresented populations into undergraduate and graduate programs and careers in industry and the professoriate in computing and information technology. <http://www.cci.uncc.edu/diti/index.htm> UNC Charlotte College of Computing and Informatics
- Use intrusive advising. The intrusive advising model has been effective in increasing the retention and overall academic performance of a variety of high-risk students. "Intrusive Advising as a Model for Retention" by Sharon Holmes, Iowa State University offers guiding principles. http://www.diversityweb.org/diversity_innovations/student_development/recruitment_retention_mentoring/intrusive_advising.cfm
- Expand residential summer programs for underrepresented students, focusing on preparation for college success.

- ❖ The UTOP summer bridge program facilitates undergraduate students' transition from high school to college. Students enroll in 12 hours academic credit which includes a study skills seminar. Topics include: time management, exam strategies, reading and note taking, and procrastination prevention. UNC Charlotte Academic Services
- Increase the participation of underrepresented students in academic and co-curricular programs that have been established to enhance student retention (i.e., Freshman Seminar, SOAR, Learning Communities, on-campus housing, SAFE, UTOP, etc).
- Assess co-curricular and academic programs to ensure that they meet the needs of students from underrepresented groups.
- Establish cooperative programs with Historically Black Colleges and Universities.
- Provide opportunities for undergraduate research, including programs that target students from underrepresented groups, such as the Ronald E. McNair Postbaccalaureate Achievement Program (<http://www.ed.gov/programs/triomcnair/index.html>).
- Build relationships with local corporations seeking to increase employment among underrepresented groups. Collaborations to provide volunteer, internship, service learning, and other programs aimed at providing experiences to students that will encourage them to seek college degrees, with particular focus on STEM disciplines.
- Expand learning communities and freshman seminars
 - ❖ UNC Charlotte Learning Communities <http://www.lc.uncc.edu/index.htm>

Mentoring

- Create mentoring programs to provide racial/ethnic minority and other underrepresented students with faculty or staff mentors.
- Increase peer partnership programs aimed at linking upper-class students from underrepresented groups with new freshmen and transfer students of similar groups.
 - ❖ UNC Charlotte academic support programs include faculty and peer mentoring.
- Establish mentor programs with alumni for students in the sciences. (University of Maryland and AACU 1998).
- Use combined strategies to support women in science --- faculty mentoring, undergraduate research participation, and active participation in technical organizations (Harris, Walden, Trytten, Sheehab, and Murphy, 2005).

Financial Aid

- Support University development opportunities that prioritize resources for need and merit-based financial aid to attract and retain underrepresented students.

- Disseminate financial aid information early so that students are aware of available resources.
- Make available emergency loans and grants for students (Educational Policy Institute, 2004).
- The Educational Policy Institute (EPI) outlines strategies to build a student retention plan encompassing five components: financial aid, recruitment, and admissions, academic services, student services, and curriculum and instruction (Educational Policy Institute, 2004). EPI strategies for providing financial aid assistance:
 - Inform students and families of college financing options, resources for locating new financing options, and application strategies as early as middle school.
 - Collaborate with financial management professionals to offer students and families financial management seminars.
 - Provide financial aid counselors with cultural diversity/sensitivity training.
 - Educate students and family members about student loan obligations.
 - Integrate mandatory career development seminars with student borrowing.
 - Develop alternative sources of grant and scholarship aid through community sources.
 - Maximize availability of grant and scholarship aid compared with student loans.
 - Consider frontloading institutional grants and scholarships for more support in the early college years.
 - Expand assistantships and work-study programs for undergraduates.

Climate and Inclusion

- Foster the growth of student clubs and organizations that promote campus diversity and/or offer diverse student populations avenues for social connectedness
 - ❖ Multicultural Student Organizations. <http://mrc.uncc.edu/mso> UNC Charlotte Office of Student Activities
- Provide diversity education, orientation and training for students, faculty and staff.
 - ❖ Multicultural Resource Center offers ongoing diversity programming and education for students, faculty and staff. <http://mrc.uncc.edu/>. UNC Charlotte Office of Student Activities
 - ❖ The Summer Institute at UNC Charlotte is a workshop is designed for faculty members to develop diversity curricular modules for undergraduate courses, especially courses in the new Liberal Studies curriculum. UNC Charlotte Academic Affairs
- Train faculty, staff, and students to offer support and referral information for LBGT issues.

- ❖ The purpose of the Safe Zone Program at the University of North Carolina at Charlotte is to create an affirming and supportive campus climate through identifying and educating members of our campus community who are opened to and supportive of all individuals regardless of sexual orientation, gender identity, or gender expression. <http://safezone.uncc.edu/safehome> Safe Zone Ally Resource Manual includes links to LGBTQ resources (books, articles, websites, and Charlotte and national organizations and agencies). <http://safezone.uncc.edu/allies/ally-manual>
- Incorporate diversity issues and resources in student leadership training.
 - ❖ Center for Leadership Development offers diversity programs and training in PILOT, and LeaderShape. The Center’s Distinguished Speakers Forum sponsors speakers from diverse perspectives. UNC Charlotte Office of Student Activities
 - ❖ Student Leadership Conference hosts a program session on social justice and diversity awareness. UNC Charlotte Dean of Students Office
- Inclusion of diversity issues in student orientations
 - ❖ Student Orientation Counselors and Week of Welcome Leaders are trained on diversity and social justice. Diversity-focused session at orientation. UNC Charlotte Dean of Students Office
- Hold campus forums to discuss diversity and community issues.
- Residence hall communities, classrooms, and student organizations where diversity is valued and celebrated, including diverse staff, creative programs, and swift actions in reaction to incidents.
 - ❖ Social and educational programming for students who reside on campus includes multicultural and diversity education. Diversity programs are offered for the Resident Student Association. UNC Charlotte Housing and Residential Life.
- Assess of student expectations and experiences in campus climate survey for students at regular intervals.
- Conduct focus groups with diverse groups of students to gain information about their curricular and co-curricular experiences, and their needs.
- Increase awareness throughout the campus community about the needs of students with disabilities.
- Set up processes to provide quick, effective responses to incidents of intolerance.
- Disseminate regular communication of diversity news and information using varied formats (e.g. email, listservs, newsletter, printed materials, podcasts).
- Use inclusive language in University printed and electronic documents.

Teaching and Classroom Practices

- Integrate research, service, and teaching to allow students and faculty engagement with underrepresented and underserved groups in a diverse community.

- Use the arts to explore diversity and community issues in programs and campus events.
- Offer programs and courses which encourage international study and understanding.
- Campus-wide reading program on diversity-related topics with discussion by students, faculty and staff. Reading programs can also invite the participation of the external community and partner with libraries and other community organizations.
 - ❖ The Common Reading Experience, a joint initiative between Academic Affairs and Student Affairs, engages first-year students in intellectual inquiry that encourages students to explore personal, racial, religious, and cultural issues. <http://www.provost.uncc.edu/READ/> UNC Charlotte Academic Affairs and Student Affairs.
- Provide service learning projects and research in diverse environments.
- Encourage participation in courses which are designed to enhance multicultural understanding.
- Encourage community involvement through collaborative efforts with community organizations and volunteer service.
- Establish diversity committees within academic unit to provide leadership in meeting diversity goals and to encourage a supportive environment for diversity.

Publications and Resources for Student Recruitment and Success

DiversityWeb

www.diversityweb.org

DiversityWeb is the most comprehensive compendium of campus practices and resources about diversity in higher education. This site is designed to serve campus practitioners seeking to place diversity at the center of the academy's educational and societal mission. DiversityWeb is a product of Association of American Colleges and Universities. The website also provides access to AAC&U's quarterly, *Diversity & Democracy*.

Diversity and Democracy

<http://www.diversityweb.org/DiversityDemocracy/>

Diversity & Democracy is a periodical published by the Association of American Colleges and Universities to provide campus practitioners with readily available information about successful diversity initiatives around the country. *Diversity & Democracy* aims to support academic leaders and educators as they design and reshape their diversity programs, civic engagement initiatives, and global learning opportunities to better prepare students for principled action in today's complex world. Current and archived issues can be found on the website.

American Association of University Professors

Diversity Bibliography from AAUP website

<http://www.aaup.org/AAUP/issues/diversity/Diversitybib.htm>

Resources on diversity and Affirmative Action from AAUP website

<http://www.aaup.org/AAUP/issues/diversity/div-aa-resources.htm>

Lost in Translation: Building a Better Path from School to Colleges and Careers (2008).

http://www.sreb.org/publications/2008/08V01_LostInTransition.pdf

The Southern Regional Education Board (SREB) report is a collection of conclusions and courses of action from policymakers in 15 states on successful transitions between secondary and postsecondary institutions for overlooked student populations. These populations are defined by the authors as students who attend community colleges, technical schools, or go straight to work. The report calls for stakeholders to consider areas such as; partnerships with secondary, postsecondary, and business leaders; curricular and out-of-classroom learning experiences; high-level learning; skills that are applicable at various settings and remedial education as functions to change and develop in order to facilitate transition. The report's strength lies in its comprehensive methodology, advocacy for inclusive excellence without complacency and practical examples.

Demography is not Destiny: Increasing the Graduation Rates of Low-Income College Students and Large Public Universities (2007)

http://www.diversityweb.org/diversity_innovations/student_development/recruitment_retention_mentoring/documents/DemographyisNotDestiny_001.pdf

This report, funded with a grant from the Lumina Foundation for Education, documents research conducted by the Pell Institute at 14 public universities that serve relatively high numbers of federal Pell Grant recipients. "Demography is not Destiny" describes differences in institutional policies and practices, considers if practices aimed at improving overall graduation rates also work for low-income students, and offers recommendations for institutions and policymakers. In combination with our previous report, *Raising the Graduation Rates of Low-Income College Students.*, we hope to better inform policymakers and practitioners who seek to improve the chances for success for low-income students in higher education.

The Andrew W. Mellon Foundation 1993 Minority Undergraduate Fellowship Program Report

<http://www.mellon.org>.

This report offers insights and a deliberate response to the underrepresentation of minority students in both undergraduate and graduate programs. It is a useful reading for students, as well as a source of ideas to improve the retention and graduation rates of students of color.

Moving Beyond Access: College Success for Low-Income, First-Generation Students (2008)

Report from the Pell Institute

www.pellinstitute.org/files/COE_MovingBeyondReport_Final.pdf

Straight from the Source: What Works for First-Generation College Students (2006)

Report from the Pell Institute

www.pellinstitute.org/files/files-sfts_what_works.pdf

College Summit

www.collegesummit.org

College Summit works with students, high schools, colleges, and community and employers in order to increase college enrollment and retention. The project offers a 4-day workshop for students, cost-effective college guidance solutions for high schools, access for colleges to a pool of diverse, low-income students who would otherwise slip below their radar screens, and communities and employers get help in building a more diverse workforce and breaking the intergenerational cycle of poverty by sending more of their youth to college.

Center for Latino Educational Excellence

<http://www.trpi.org/update/education.html>

The Center for Latino Educational Excellence was established as a major initiative of the Tomas Rivera Policy Institute to help improve educational attainment and achievement in Latino communities across the United States. Publications on higher education for Latino students can be downloaded on the website.

The National Campus Diversity Project

<http://gseacademic.harvard.edu/~ncdp/index.htm>

The National Campus Diversity Project, based at the Harvard University Graduate School of Education, is a research program to identify best practices to achieve an optimal multicultural climate on campuses of higher education.

University of Maryland Diversity Database

<http://www.inform.umd.edu/EdRes/Topic/Diversity/>

The website contains local, national, and international academic material relating to diversity and links to issues specific resources. The website contains links to diversity plans, statements, and initiatives at University of Maryland and other institutions.

National Center for Institutional Diversity

www.ncid.umich.edu

The National Center for Institutional Diversity (NCID) represents a strategic commitment by the University of Michigan to address complex diversity issues within higher education and other major social institutions. The Center is inspired by the vision of higher education's critical role in promoting knowledge, justice, and opportunity in a diverse democracy and global economy. NCID aims to prepare people for active engagement in a diverse society and works toward building productive as well as inclusive communities at U-M and beyond. Information about NCID initiatives and presentations and videos from the NCID national meeting can be viewed on the website.

Association of American Colleges and Universities

<http://www.aacu.org/resources/diversity/index.cfm>

This website contains links to AAC&U publications related to diversity. AAC&U has provided national leadership on the issue of diversity in higher education since 1971. AAC&U's current work in this area focuses primarily on deploying diversity as an educational asset for all students, and preparing future graduates for socially responsible engagement in a diverse democracy and interdependent world.

AAC&U Diversity and Inclusion Meeting

<http://www.aacu.org/meetings/diversityandlearning/DL2008/Resources/index.cfm>

Links to presentations and resources from the AAC&U conference "Diversity, Learning, and Inclusive Excellence: Accelerating and Assessing Progress".

Graduate Student Resources

The National Name Exchange

<http://www.grad.washington.edu/nameexch/national/>

The National Name Exchange is a consortium of thirty nationally known universities which annually collect and exchange the names of their talented but underrepresented ethnic minority students who are in their sophomore, junior or senior year of their undergraduate education. The purpose of the Exchange is to ensure that participating universities continue to identify a pool of qualified students who could be recruited to the graduate programs at these institutions.

www.GradPortal.org

Gradportal.org helps students at Minority Serving Institutions and their faculty mentors find resources to choose, prepare for, apply to, and pay for graduate school programs. The initiative was developed with

the specific goal of increasing the number of students from underrepresented groups who complete Ph.D. programs. GradPortal.org provides students with information on funding opportunities and options, and a search function to easily locate graduate programs in close to 375 fields of study.

The Leadership Alliance

<http://www.theleadershipalliance.org>

The Leadership Alliance is an academic consortium of 33 institutions of higher learning, including leading research and teaching college and universities. The mission of the Leadership Alliance is to develop underrepresented students into outstanding leaders and role models in academia, business and the public sector.

The Leadership Alliance Summer Research Early Identification Program

<http://www.theleadershipalliance.org>

The Leadership Alliance Summer Research Early Identification Program (SR-EIP), offers undergraduates, interested in pursuing a PhD or MD/PhD, the opportunity to work for eight to ten weeks under the guidance of a faculty or research mentor at a participating Alliance institution.

Retaining Students of Color: The AHANA Student Programs at Boston College by Dr. Donald Brown

<http://www.bc.edu/admission/undergrad/studentsofcolor.html>

Drawing from his experience directing a highly successful and nationally recognized program for retaining students of color attending Boston College, Brown offers the following characteristics as essential parts of a successful retention effort: high expectations; dedicated and highly talented staff; attention to the academic, psychological and social needs of students; and faculty mentoring. He also cites research findings on the characteristics of successful retention programs: a stated policy; high levels of institutional commitment; substantial degree of institutionalization; comprehensiveness of services; dedicated staff; systematic collection of data; monitoring and follow-up; strong faculty support; and non-stigmatization of students.

NC-ACCESS, North Carolina Community Colleges System

Minority Male Mentoring Initiative was developed to improve retention and graduation rates among minority males. Program features include intensive mentoring, weekly counseling, monthly group sessions, and enrichment activities. The Minority Male Mentoring Project Best Practices Portfolio, April 2005, http://www.nc-access.info/BestPracticeFiles/Minority_Male_Mentoring.pdf.

Early College Awareness Partnership – University of Vermont

<http://www.uvm.edu/admissions/>

University of Vermont partnership with three high schools in New York City has been very effective as a method of recruiting a diverse student body while encouraging college attendance for first-generation, lower-income, racially diverse students in the Bronx.

The Chicago Scholars Program

<http://www.scholarshipchicago.org/>

The Chicago Scholars Program helps low-income and minority students access the nurturing environment provided by member colleges and universities of The Associated Colleges of Illinois. Working with the Chicago Public Schools, ACI identifies eighth-grade students who show potential for future success given an effective support system, and then provides a support system.

Diversity in STEM

National Action Council for Minorities in Engineering (NACME)

<http://www.nacme.org/home/>

NACME is a national organization that seeks to improve the representation and success of underrepresented minority students in science, technology, engineering, and mathematics (STEM) disciplines and careers. The council accomplishes this mission by developing partnerships with schools, businesses, and educational institutions; conducting research; and providing national trend analysis.

The Coalition to Diversify Computing

<http://www.cdc-computing.org/>

CDC seeks to address the shortfall through the development of a diverse community of professionals that can effectively meet the computing demands of an evolving society. CDC projects target students and faculty with the expressed intent of increasing the number of minorities successfully transitioning into computing-based careers in academia, federal laboratories and industry.

The National GEM Consortium

<http://www.gemfellowship.org/>

The mission of The National GEM Consortium is to enhance the value of the nation's human capital by increasing the participation of underrepresented groups (African Americans, American Indians, and Hispanic Americans) at the master's and doctoral levels in engineering and science.

MentorNet

<http://www.mentornet.net/>

MentorNet is The E-Mentoring Network for Diversity in Engineering and Science. The mission is to further the progress of women and others underrepresented in scientific and technical fields through the use of a dynamic, technology-supported mentoring network.

Biomanufacturing Research Institute and Technology Enterprise (BRITE)

<http://brite.nccu.edu/about>

BRITE is an educational initiative and degree program focused on developing new researchers and scientists for biotech industry. Located next to North Carolina's Research Triangle Park (RTP) and housed in North Carolina Central University, a historically Black university, BRITE is a research facility and curricular program that provides an ideal opportunity to increase the representation of people-of-color in the sciences. BRITE features an undergraduate and graduate program where curriculum, career counseling, and research initiatives are designed in conjunction with local biotech companies in the RTP area.

COSAM Summer Bridge Program

Auburn University

<http://www.auburn.edu/cosam/diversity/bridge/index.html>

Four week, pre-college academic enrichment program. Participants receive academic enrichment in the areas of mathematics and chemistry; practice student success strategies; attend seminars and guest speaker forums; meet minority faculty, students and practitioners at professional schools and medical facilities; explore alternative career choices; and engage in community services activities.

Teaching Strategies and Classroom Practices

Center for Instructional Development and Research (CIDR) - University of Washington

<http://depts.washington.edu/cidrweb/resources/diversitytools.html>

Website contains strategies and resources for inclusive teaching and diversity.

Including Disability as Diversity in Teaching from *CIDR Teaching and Learning Bulletin*, 8(2)

<http://depts.washington.edu/cidrweb/Bulletin/RethinkingDisability.html>

Inclusive Teaching Website

<http://depts.washington.edu/cidrweb/inclusive/>

Transforming a Course from *CIDR Teaching and Learning Bulletin*, 2(4)

<http://depts.washington.edu/cidrweb/Bulletin/Transforming.html>

Center for the Integration of Research, Teaching, and Learning (CIRTL) Diversity Resources
University of Wisconsin at Madison

<http://www.cirtl.net/DiversityResources/>

The mission of the CIRTL Diversity Institute was to create and disseminate an educational resource base for faculty and future faculty on the topic of diversity in gender, race, nationality, learning style and physical ability in science, technology, math and engineering education. The website includes a self-guided workshop on educational success to help users understand the importance of inclusive teaching in higher education, particularly in the sciences, engineering and technology and suggests inclusive teaching strategies.

Learning Communities Commons

<http://www.evergreen.edu/washcenter/project.asp?pid=73>

For the past 15 years, the Washington Center for Improving the Quality of Undergraduate Education, a grass-roots network of colleges in the State of Washington based at the Evergreen State College, has supported the development of curricular learning community approaches. In 1996, the Center began to serve as a national resource for curricular learning community work. The Learning Community Commons, the Center's national Web site, contains a searchable learning communities directory, news postings, an online learning communities journal, and other resources.

The National Resource Center for The First-Year Experience and Students in Transition

<http://www.sc.edu/fye/>

The National Resource Center collects and disseminates information about the first college year and other student transitions to assist educators at the University of South Carolina and throughout the world to enhance the learning, success, satisfaction, retention, and graduation of college students in transition. In addition to the web site, the Center organizes national and international conferences, seminars, and workshops; engages in research; and publishes a scholarly journal, newsletter, monograph series, and other publications; and maintains three internet listservs.

Intergroup Relations Resources

Campus Climate for Gay, Lesbian, Bisexual, and Transgender People: A National Perspective

<http://www.thetaskforce.org/downloads/reports/reports/CampusClimate.pdf>

This report details the experiences of gay, lesbian, bisexual, and transgender (GLBT) people at 14 colleges and universities across the country.

Difficult Dialogues: Promoting Pluralism and Academic Freedom

www.difficultdialogues.org

Difficult Dialogues is a program designed to promote academic freedom and religious, cultural, and political pluralism on college and university campuses in the United States. While all projects seek to prepare students to constructively engage with difficult and sensitive topics, the projects address a wide range of substantive areas. These include topics such as: fundamentalism and secularism, racial and ethnic relations, the Middle East conflict, religion and the university, sexual orientation, and academic freedom.

Oregon State University Difference, Power, and Discrimination Program

<http://oregonstate.edu/dept/dpd/home>

The DPD Program works to create a more inclusive curriculum that addresses issues of race, class, gender, sexual identity, and other institutionalized systems of inequality. The Program provides faculty and staff with the education and resources needed to develop or modify comparative diversity courses. Teaching resources on the website.

Student Intercultural Center - University of Maryland

www.ohrp.umd.edu/WE/index.html

Words of Engagement: An Intergroup Dialogue Program brings together groups of students from various social identity groups with a history of tension or conflict between them. Facilitated by trained and experienced facilitators, participants confront those tensions in order to build bridges across groups.

The Program on Intergroup Relations - University of Michigan

www.igr.umich.edu

As a joint venture of the College of Literature, Science, and Arts and the Division of Student Affairs, the Program on Intergroup Relations (IGR) works proactively to promote understanding of intergroup relations inside and outside of the classroom. Multidisciplinary courses offered by IGR are distinguished by their experiential focus, teaching philosophy, and incorporation of dialogical models of communication. On this site you will find information on academic and co-curricular initiatives, program history and philosophy, and resources related to social justice education.

Intergroup Relations Center - Arizona State University

www.asu.edu/provost/intergroup

The Intergroup Relations Center is an education, research and advocacy unit that advances the understanding and practice of effective intergroup relations. The IRC serves as a clearinghouse for resources related to diversity and intergroup relations. The IRC [multi-media collection](#) provides coverage of theoretical frameworks and contemporary issues and practices. The website also has a list of [recommended web-links](#) to diversity related organizations and diversity instructional sites.

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Appendix B

Strategies for Faculty Diversity

UNC Charlotte is committed to the recruitment of a diverse faculty and staff. Appendix B details strategies that have been instrumental in diversifying the faculty at UNC Charlotte and other institutions. Practices for effective recruitment, retention and promotion of a diverse faculty are listed with references for further information.

Preparing for the Search

- Build a diverse search committee.
 - Include members with different perspectives and expertise, and with a demonstrated commitment to diversity.
 - Include women and underrepresented minorities whenever possible.
 - It is often helpful to appoint some search committee members from outside the department.
- Discuss and develop goals for the search and use agreed upon goals to develop recruitment strategies and criteria for the evaluation of candidates.
- Discuss roles and expectations of the search committee members.
- Actively involve all committee members in discussions and search procedures.
- Raise and discuss issues of diversity. The time to discuss diversity is at the beginning of the search.
 - Articulate the fact that diversity and excellence are fully compatible goals and can and should be pursued simultaneously.
 - Verify that the committee charge includes particular focus on equitable search practices, and the goal of identifying outstanding women and underrepresented minority candidates for the position.
- Identify selection criteria and develop the position description prior to beginning the search.
- Build a diverse pool of candidates
- Develop a plan for recruitment of women and underrepresented groups before the search begins.
- Raise awareness of unconscious biases and assumptions and their influence on evaluation of candidates (Fine & Handelsman 2006).
- Review practices that will mitigate the kinds of evaluation biases that social science research has identified that result in unfair evaluations for women and minority candidates (ADVANCE at the University of Michigan <http://www.umich.edu/%7Eadvproj/handbook.pdf>).
- Review guidelines for the faculty recruitment, screening and interview processes in the UNC Charlotte Academic Personnel Procedures Handbook.
<http://www.provost.uncc.edu/epa/handbook.htm>

Adapted from WISELI - University of Wisconsin at Madison (Fine & Handelsman, 2005)

Ensuring Accountability in Searches

- Conduct aggressive national searches with emphasis on developing pools that include qualified candidates from traditionally underrepresented groups for faculty and administrative positions.
- Department chairs meet with search committees and discuss the university's diversity goals for hiring and recruitment.
- The Provost hosts annual workshop for deans, chairs, and recruiting committee members to enhance their ability to develop diverse pools.
- Faculty search committee chair (or department chair) maintains a record of the process used to enhance the pool of qualified women, people of color, or other underrepresented groups. Deans may request this information if the search does not yield a sufficiently diverse pool.
- Each faculty search committee chair (or department chair) maintains a written rationale for inclusion or exclusion of underrepresented candidates in the final list of those to be interviewed. Deans may request this information if the search does not yield a sufficiently diverse pool.
- Deans make it clear to departments that failure to produce a qualified, diverse pool of candidates, and their appropriate inclusion in the final list, may result in a request to re-open the search or in the loss of the position.

Building a Diverse Candidate Pool

- Develop a broad definition of the position
- Use language used in the job advertisement to indicate the department and the University's commitment to diversity. Examples from ADVANCE University of Michigan <http://www.umich.edu/%7Eadvproj/handbook.pdf>
- Consider including "experience working with/teaching diverse groups/diverse students" as a preferred criteria.
- Make lists of professional meetings, professional societies, etc and use them to recruit candidates.
- Make an effort to identify contacts who have diverse backgrounds or experiences.
- Make calls and send emails or letters to a wide range of contacts asking for potential candidates.
- Develop long-term strategies for recruiting diverse faculty. For example, the department might consider inviting women or minority faculty to give talks and then inviting them to apply for positions the following year.

Adapted from WISELI - University of Wisconsin at Madison (Fine & Handelsman, 2005)

Find more information on effective pool development strategies from Cornell University at:
<http://advance.cornell.edu/resources/Pool-Development.pdf>

http://www.advance.cornell.edu/ADVANCE_Resources/Pool-Development.pdf

- Find out from current underrepresented faculty what are the benefits and drawbacks of the campus work environment. Use the information collected to modify how the search is conducted.
- Create a welcoming environment by implementing diversity-related initiatives into university mission statements and faculty handbooks.
- Target graduate students through pipeline projects and programs such as those through Carnegie Mellon, Howard Hughes, and Bill and Melinda Gates.
- Compile and distribute information about the campus and its opportunities to prospective faculty. Include information about initiatives such as housing, child care, mentoring, and access to organizations that address diversity-related issues.
- Personally contact the candidates that appeal to the search committee. This is done through phone calls, e-mail exchanges, and face-to-face meetings
- Avoid the use of general form letters when recruiting a candidate. Instead, make it known that you are aware of his/her scholarly achievements and can assess how the person will contribute to the department and community at large.

Conducting a Fair Review

- Discuss and develop criteria for evaluation.
- Conduct the review in stages.
 - Stage 1: Creating the “long short list”. This should retain all potentially interesting candidates and not just those initially regarded as the top candidates.
 - Stage 2: Selecting a “short list” of candidates to interview. Review objectives, criteria, and procedures. Diversity is an important criterion. Require uniform application of standards in retaining or dropping candidates on the original list. Have all members of the search committee thoroughly review and evaluate the applications of those selected for the “long short list”.
- Host a campus visit to candidates and during interview apprise them of the benefits of becoming a faculty member on the campus through professional networks and programs that address career-related issues.
- Make sure that candidates and the University in general know that they were selected on merit.

- Review guidelines for interviewing candidates from the UNC Charlotte Office of General Counsel. <http://www.legal.uncc.edu/interviewguidelines.html>

Adapted from WISELI - University of Wisconsin at Madison (Fine & Handelsman, 2005)

Special Hiring Initiatives

Chairs and Deans must ensure that the implementation of special hiring initiatives in no way diminishes College and Department responsibilities for incorporating diversity in their usual hiring practices.

- Encourage the use of cluster hiring. Cluster hiring can be used to build a meaningful presence of women, people of color and other underrepresented groups, and contribute to a broader research/curriculum/service program related to specific goals. Hiring lines would be allocated by cluster, not department. Cluster hiring initiatives have increased the number of women in STEM and other underrepresented populations at other ADVANCE institutions. http://wiseli.engr.wisc.edu/initiatives/clusterhire/clusterhire_main.htm.
- Facilitate spousal hires and partner placement.
- Establish innovative programs to increase the numbers of under-represented candidates in the pipeline, including the following possibilities:
 - Create a 1-2 year pre-doctoral/ post-doctoral fellowship aimed at attracting under-represented minority faculty.
 - Develop early identification and grow-your-own faculty programs that will increase the numbers of under-represented candidates in the pipeline.
 - Initiate a faculty exchange program with historically black institutions and institutions serving a significant proportion of other under-represented groups.
 - Create visiting faculty/ scholar programs and positions to attract faculty from underrepresented groups.
- Create an initiative to promote and support genuine departmental and college diversity efforts. This fund would provide financial support through the Provost's office for activities that include:
 - Improving the offer departments can make to attract top-quality diverse candidates through the provision of special funds for such things as summer salary, travel, equipment, etc.
 - Enhancing the promotion and retention of diverse faculty through the provision of special funds/ support for such things as mentoring, research support, travel, training, etc.
 - Identifying and attracting top-quality diverse candidates that may be recruited to fill existing or additional faculty positions.

- Enabling departments to attract diverse faculty at senior ranks to enable the provision of mentors for junior hires.
- Allowing departments to “bump up” a line from assistant to associate in order to attract top-quality diverse candidates.

Strategies for Faculty Retention

- Support family friendly programs and services for the benefit of all faculty.
- Promote professional development efforts, with the goal of moving more faculty up the faculty ranks, and into administration. Encourage the participation of faculty from underrepresented groups in these programs.
- Broaden the orientation for new faculty, staff and administrators to include cultural norms, climate, services, resources, and other diversity-oriented topics.
- Implement mentoring programs for faculty.
- Ensure that there is an effective and well-understood university mechanism to deal with faculty and staff allegations of sexual harassment and discrimination.
- Establish relationships with universities that have successfully nurtured diversity, with historically black and women’s institutions, and institutions serving other traditionally under-represented groups. Provide funds for summer and re-assignment of duties research activities and exchange programs with these institutions.

Additional Recruitment Tools and Articles

ADVANCE UNC Charlotte
<http://www.advance.uncc.edu/>

Tutorials for Change - Virginia Valian
<http://www.hunter.cuny.edu/gendertutorial/tutorials.htm>

This website features four online tutorials on sex disparities in rank and salary, and gender schemas and evaluations.

Faculty Diversity Recruitment Fund - University of Rochester
<http://www.rochester.edu/diversity/faculty/facultydiversityfund.html>

CU-ADVANCE Best Practices for Search Committees – Cornell University
http://www.advance.cornell.edu/ADVANCE_Resources/best_practices.html

Faculty Recruitment Kit - University of Washington

Includes general search tips, resources for diversity, language for ads and announcements, benefits and resources for new hires, as well as other resources

http://www.washington.edu/diversity/avpfa/Recruitment_Toolkit/index.html

http://www.engr.washington.edu/advance/resources/facultyrecruitmenttoolkit_20080205.pdf

Faculty Retention Kit – University of Washington

This document addresses nine key areas which can impact faculty retention. These practices help all faculty and are particularly important to women and underutilized minorities.

<http://www.engr.washington.edu/advance/resources/Retention/index.html>

Reviewing Applicants: Research on Bias and Assumptions

<http://wiseli.engr.wisc.edu/initiatives/hiring/Bias.pdf>

Positive and Problematic Practices in Faculty Recruitment

Data collected by the University of Michigan that provides some information about practices that create a positive impression as well as practices that contribute to a negative outcome while recruiting potential faculty members

http://www.umich.edu/~advproj/PositiveAndProblematic_RecruitmentPractices.pdf

How to Help New Faculty Settle In: Common Problems and Alternative Solutions

The University of Michigan provides a list of potential difficulties that a new faculty member may face in her first year of employment. Some of the problems listed include difficulties pertaining to research, teaching, and dependent care needs.

<http://www.umich.edu/~advproj/HelpNewFacultySettleIn.pdf>

Handbook for Faculty Searches and Hiring

From the University of Michigan, this handbook is designed to integrate and summarize the recruitment and hiring practices that have been identified nationally and by the STRIDE committee as effective, practical, and fair.

<http://www.umich.edu/%7Eadvproj/handbook.pdf>

Giving and Getting Career Advice: A Guide for Junior and Senior Faculty

This guidebook is from the University of Michigan.

<http://www.umich.edu/%7Eadvproj/career%20advising.pdf>

Carolina Postdoctoral Program for Faculty Diversity

The purpose of the Program is to develop scholars from underrepresented groups for possible tenure track appointments at the UNC-Chapel Hill. Postdoctoral scholars will be engaged full-time in research and may teach only one course per fiscal year.

<http://research.unc.edu/red/postdoc.php>

On Campus with Women

On Campus with Women (OCWW), sponsored by AAC&U's Program on the Status and Education of Women, provides readers with the most up-to-date information on women in higher education. It focuses

on women's leadership, the campus climate, curriculum and pedagogy, and new research and data on women. Archive issues can be accessed on the website.

<http://www.aacu.org/ocww/>

Minority & Women Doctoral Directory

<http://www.mwdd.com>

MWDD is a registry which maintains up-to-date information on employment candidates who have recently received, or are soon to receive, a doctoral or master's degree in their respective field from one of approximately two hundred major research universities in the United States.

Southern Regional Education Board

<http://www.sreb.org/programs/dsp/dspindex.asp>

The Southern Regional Education Board's Doctoral Scholars Program was developed with support from The Pew Charitable Trusts and the Ford Foundation. It is part of a nationwide initiative, the Compact for Faculty Diversity, to produce more minority Ph.D.s and to encourage them to seek faculty positions. SREB maintains a directory of Doctoral Scholars.

Project Implicit – Harvard University

<https://implicit.harvard.edu/implicit/>

Project Implicit blends basic research and educational outreach in a virtual laboratory at which visitors can examine their own hidden biases. Visitors can use the website to assess conscious and unconscious preferences for over 90 different topics ranging from pets to political issues, ethnic groups to sports teams, and entertainers to styles of music. At the same time, you will be assisting psychological research on thoughts and feelings. Sessions require 10-15 minutes to complete.

References

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- University of Michigan ADVANCE *Handbook for Faculty Searches and Hiring*, Academic Year 2008-2009. <http://www.umich.edu/%7Eadvproj/handbook.pdf>
- Valian, V. (2008) *Recruitment and Retention: Guidelines for Chairs, Heads, and Deans*. Hunter College <http://www.hunter.cuny.edu/genderequity/equityMaterials/Feb2008/recruitretain.pdf>

Appendix C

Strategies for Staff Diversity

Recruitment

- Increase the diversity within the staff through continued attention to recruitment and hiring.
- Strengthen staff search procedures so members of underrepresented groups are selected to participate on search committees, included in pools of interviewed candidates, and hired.
- Develop a list of publications and newsletters, and a directory of websites that target diverse populations (e.g. Latino) and distribute to all departments for use in their recruitment efforts. These lists should be regularly reviewed and updated.
- Develop outreach activities and partnerships to increase the number of staff from underrepresented groups who apply to UNC Charlotte. Examples would include Johnson C. Smith, the Urban League, the International House, CPCC, the Goodwill Training Program, and Disabled Services agencies.
- Recruit at community colleges.
- Participate in community job fairs to recruit for staff positions.

Retention

- Support the introduction of “family friendly” policies and programs including childcare, eldercare, and same sex partner benefits.
- Broaden the orientation of new staff and administrators to include climate, services, resources and other diversity-related topics. Stress the diversity goal of the University in orientation.
- Provide new employees information about various diverse groups and committees on campus.
- Develop and support affinity networks and groups such as the African and African American Faculty and Staff Caucus.
- Train supervisors and staff on how to utilize the banding system for promotion.
- Implement a staff mentoring program for all staff and establish a reward incentive for outstanding mentors to participate.
- Use processes that request and welcome feedback and input from employees.
- Encourage staff and faculty organizations to develop strategies for supporting diversity goals.

Inclusion and Climate

- Conduct a survey of the climate at UNC Charlotte, with attention to staff concerns and faculty-staff relationships.
- Organize a “Diversity Month” and offer special events for the campus.
- Create and disseminate a calendar of events on campus and in the Charlotte community that highlight diversity.
- Recognize individual and departmental contributions to diversity.
- Foster collaborations among the Staff Organization, Multicultural Resource Center, and other campus groups to ensure that staff are informed of and included in diversity activities. Departments should encourage participation in these activities.
- Use exit interviews for all staff to take advantage of the unique perspective departing employees have about the University’s diversity efforts.
- Ensure that there is an effective and well-understood university mechanism to deal with faculty and staff allegations of sexual harassment and discrimination.

Training

- Expand professional development opportunities for staff at all levels.
- Provide cross-training for employees and apprentice programs.
- Disseminate information about training programs throughout all staff ranks.
- Support staff participation in professional organizations.
- Educate staff members through the promotion of an on-going diversity education program. Active dissemination of information through staff notices and direct supervisor approaches.
 - ❖ UNC Charlotte Human Resources offers diversity trainings for staff.
<http://www.hr.uncc.edu/Training/registration/main.htm>
- Assess the impact of diversity trainings for staff.
- Encourage and support the diversity-related personal and professional development of staff, including their involvement in campus cultural activities.
- Incorporate diversity training information into supervisor trainings.
- Credit staff efforts to support diversity in the performance evaluation process. Establish performance standards that recognize efforts to enhance diversity and by preventing information on these standards in supervisor training.
- Provide diversity training for new employees within the first year of hire.

Additional Resources for Workplace Diversity

Project Implicit – Harvard University
<https://implicit.harvard.edu/implicit/>

Project Implicit blends basic research and educational outreach in a virtual laboratory at which visitors can examine their own hidden biases. Visitors can use the website to assess conscious and unconscious preferences for over 90 different topics ranging from pets to political issues, ethnic groups to sports teams, and entertainers to styles of music. At the same time, you will be assisting psychological research on thoughts and feelings. Sessions require 10-15 minutes to complete.

Diversity, Inc
www.diversityinc.com

DiversityInc is the leading publication on diversity and business. Its mission is to bring education and clarity to the business benefits of diversity.

National Multicultural Institute
www.nmci.org/

The mission of the National MultiCultural Institute (NMCI) is to work with individuals, organizations, and communities to facilitate personal and systemic change in order to build an inclusive society that is strengthened and empowered by its diversity. Through the development of strategic initiatives, partnerships, and programs that promote an inclusive and just society, NMCI is at the forefront of global efforts to address critical and emerging issues in the diversity field.

National Academy on an Aging Society
www.agingsociety.org

The Academy compiles research on population aging. The website contains data on aging workers in the labor force.

Diversity Factor
<http://diversityfactor.rutgers.edu/>

The Diversity Factor, quarterly electronic journal, has been recognized as a leading source of information in the fields of diversity and organizational development.

Society for Human Resource Management (SHRM)
www.shrm.org

SHRM is a membership organization. Membership includes access to publications and other resources for various disciplines in human resources, including diversity.

<http://moss07.shrm.org/hrdisciplines/Diversity/Pages/default.aspx>

Workingmother.com
www.workingmother.com

Workingmother.com is an online resource for women, with a focus on balancing work and family. The website includes a ranking of the best companies for women, and additional resources on diversity at work.