

Appendix C. Increasing Access to and Diversity within the University of North Carolina: A Program for Continuing Achievement

As a part of the 2004-2009 long-range planning process, each campus was asked to provide information related to the Board of Governors' revisions of the Minority Presence Plan. Recognizing that the campuses first responded to this initiative in 2002, we asked them to share with us their successes in implementation as well as future plans. There are many ways for campuses to assess their own programs and successes; and some campuses have a great deal of information to report. This section summarizes both the Office of the President and the campus responses to this issue which, in the report, had called for each campus to develop a strategic plan and an enrollment plan that would include the following:

- A goal of reaching a "critical mass" of "minority" students on each campus
- A goal of reaching racial and ethnic parity in retention and graduation rates
- Development of meaningful opportunities for students to experience a diverse environment that will prepare them for the real world of the 21st century

University-wide goals are to increase the following:

- UNC college-going rate in North Carolina
- Community college-to-UNC transfer rate
- Retention and graduation rate

Campuses were asked to consider the following questions as they formed the response to this section of the long-range plan:

Administrative Commitment

1. Is diversity a campus priority?
2. Do affirmative action policies ensure that diverse candidates are included in the process?
3. Do you have programs to build cultural sensitivity among administrators, faculty, and staff?
4. Are financial aid policies sufficient to ensure that all students are equally eligible for merit-based scholarships?
5. Does your administration and faculty reflect the diversity of the national pools from which they are hired?
6. In what ways does the evaluation process for administrators include measuring the success in establishing and maintaining a supportive climate for students, faculty, and staff?

Faculty Recruitment and Support

1. Does the campus have incentives to hire highly sought-after candidates?
2. What support is provided to new employees from underrepresented populations to find housing and to "fit in" to the community?
3. What are you doing to expand the pool of potential faculty from underrepresented populations?
4. What faculty development programs exist on campus?
5. What mechanisms are used to ensure widespread advertising of positions for faculty and staff to attract a diverse pool of candidates?

Strategic Planning and Assessment

1. In what ways does the campus planning process integrate diversity planning into all facets of the strategies and outcomes?
2. How does the campus assess accountability for student learning?
3. How is resource allocation tied to strategic planning and assessment?

Admissions

1. Do you have holistic admissions criteria?
2. How does the campus communicate admissions criteria to students and parents?
3. What relationships have you established with public schools and community colleges?

Financial Aid

1. How does financial aid information reach students and their families?
2. What technical assistance is provided for first generation college students?
3. How do financial aid policies governing merit-based and financial need scholarships ensure support for a diverse student body?

Transition Programs

1. How does the campus help first generation students make the transition?
2. How do you work with community college students in the transfer process?
3. How do you monitor the effectiveness of articulation policies and entrance requirements?

School Outreach Programs

1. How is the campus working with parents, public schools, and community colleges to broaden the diversity of the student body?
2. What outreach programs exist to reach communities and families?
3. How have you communicated the new MCRs in your campus publications?
4. How has your campus integrated Pathways into your outreach program?
5. How is technology being used to reach students and families?

Climate for Students

1. In what ways does the campus orientation program address diversity?
2. How does the campus address diversity issues for returning students, faculty, and administrators?
3. What is the role of residence halls in furthering the campus diversity initiatives?
4. What programs, clubs, spaces provide opportunities for students from underrepresented groups to gather?
5. What campus programs reflect international, multilingual, and multicultural heritages of students?
6. What departments offer courses or majors in diverse cultures?
7. How are all students introduced to possibilities for graduate or professional education?
8. How are satisfaction surveys or other studies used to monitor the campus's success in improving the climate for all students?

Learning Assistance

1. What academic support assistance is provided to students?
2. What assistance is provided in study skills, note taking, test preparation?
3. What role do faculty members play in providing academic assistance?

Commitment to Student Success

1. How do you identify students in danger of failing?
2. How is advising used to retain students?
3. What support is provided on campus for students to be successful?

Teaching Improvement

- 1 What assistance is provided to faculty to improve their effectiveness with diverse student populations?
- 2 How does the reward system encourage faculty to spend time with students outside of regular classes?
- 3 When was the curriculum last reviewed to ensure that it reflects diversity in the offerings and/or the general education requirements?
4. How are teaching evaluations used for faculty review?

Success at Achieving Diversity

1. What are the changing demographics for your campus, particularly with attention to the Hispanic population?
2. Have you added additional programs to expand diversity?
3. What barriers are there to expanding faculty and staff diversity?
4. What plans are there for modifying your strategic plan for achieving greater diversity?
5. What are some examples of your success at achieving diversity?

Office of the President

In 2001, the Office of the President recommended that the Board of Governors adopt the policy statement, "Increasing Access to and Diversity within the University of North Carolina: A Program for Continuing Achievement." This document changes the philosophy of access and diversity in significant ways, placing the responsibility for program design and execution on the individual campuses. Measures of success will be determined by outcomes rather than adherence to a list of required activities. To carry out this policy, the Office of the President has implemented a number of strategies.

- Conducted a system-wide workshop on the results of the recent Michigan Case decisions for provosts, general counsel, admissions officers and enrollment managers, attended by over 80 campus representative.
- Work with the Southern Education Foundation to assess North Carolina's activities to promote access.
- Work with NCSEAA to consolidate minority presence grants.
- Created (and hired) the new position for a Director for Academic and Student Affairs to work with the expansion of access and student affairs issues.
- Hired a new Associate Vice President for Academic Affairs with responsibility for academic programming at the focused growth institutions.
- Lobbied to fully fund the state-supported UNC Need-Based Grant Program.
- Distribute funds to focused-growth institutions to support programs that will enhance diversity efforts.
- Work with campuses on enrollment planning.
- Foreign student enrollment was 5,132 (undergraduate and graduate students) for the Fall 2002 semester.
- Place renewed emphasis on community college partnerships. Research data show that minority students do not transfer to UNC at the same rate as non-minority students.
- Change long-range planning document to require responses from each campus on diversity efforts.
- Hired Associate Vice President for Access and Outreach with primary responsibilities for access and outreach; CFNC, GEAR UP, and Transfer Advisory Council all report to this administrator. Associate Vice President for Access and

Outreach has visited each campus to review the diversity planning with visits to the CAO, Enrollment Management Office, Admissions, Financial Aid, Retention Office, and others involved with student recruitment and retention. Similar visits are now planned to meet with the chief student affairs officers, SGA presidents, ADA/EEO officers, and health directors at each campus.

- Has established the UNC Leadership Institute under the direction of a second Associate Vice President who is responsible for faculty support programs such as Phased Retirement and Post-Tenure Review as well as institutes, programs, and web-based support for faculty and staff development. Programs have offered in 2001, 2002, and 2003, all of which had sessions on diversity.
- Created the Senior Executive Fellow of the UNC Leadership Institute for 2002-2003 with a faculty member from NCCU to assist with preparing responses and input into the Higher Education Reauthorization Act and potential impact on minority students.
- Hosted an ACE Fellow during 2002-2003 who studied issues related to faculty retention.
- Conducted a joint workshop (by Dr. Barbara Mawhiney from Arizona State University) for Chief Academic Officers and EEO Officers on the recruitment of diverse faculty.
- Submit biennial budget request to support the SREB Doctoral Scholars Program for minority PhD students.
- Representatives sent to the SREB Doctoral Scholars Conference to recruit minority faculty for the third consecutive year.
- Submit biennial budget request for institutions to expand opportunities for minority students to participate in international exchange programs.
- Work through University-School Programs to improve outreach and training activities with teachers, counselors, administrators, and parents in grades K-12.
- Increase Minimum Course Requirements as a means of improving college preparation and retention.
- Increase use of technology to expand access (e.g. CFNC, Prospective Student Portal, Web for Students, e-learning programs and courses).
- Expanded the statewide Gear up effort from 15 to 20 counties in 2003.
- CFNC marketing efforts have included targeted marketing strategies for minority youth and young adults.
- CFNC website has been replicated in Spanish (static information) to focus on parents in the rapidly growing Hispanic population of North Carolina.
- Creation of the NC College Access Conference to promote the increase of low-income, first generation students to complete high school and pursue a postsecondary education.
- Will introduce a Hispanic theme into the 2004 NC College Access Conference.
- Working with DPI and LEARN NC to extend AP course offerings to low-wealth and GEAR UP school districts across North Carolina.

Individual Campus Responses

Each campus was asked to summarize its initial response to the changes in diversity planning for UNC. These responses varied from campus to campus, sometimes reflecting institutional actions and offices and sometimes using data to demonstrate increases in student, faculty, and student numbers. The compilation of this material provides an overview of the seriousness with which the campuses are approaching this issue, and the reports will be helpful to all campuses as they review the breadth of activities carried out by each campus. These lists are not complete and do not repeat for each campus the overall increased efforts in Student Affairs

offices, admissions, and academic affairs; rather, the lists provide some of the specific efforts as examples of the commitment to increasing diversity on the sixteen constituent campuses.

Appalachian State University

- Board of Trustees adopted the ASU Diversity Plan in March 2002
- July 2002, ASU creates an Associate Vice Chancellor for Diversity to oversee implementation of the diversity plan.
- Has declared a goal of increasing the diversity of ASU's student population to 10% by 2008.
- Hired two professional admissions counselors to focus on minority recruitment.
- Established the Diversity Advisory Council to advise on admissions and enrollment.
- Multicultural Center has been established.
- Active involvements in minority faculty vitae bank
- Has increased the recruitment of minority faculty twofold in 2002-2003.
- Has increased campus support for the GEAR UP and TRIO programs.

East Carolina University

- ECU Office of Diversity and Equity (ODE) was established in April 2003.
- ODE provides technical assistance and training to faculty to improve their effectiveness with diverse student populations.
- Diversity has been integrated into strategies and outcomes in the ECU Strategic Plan (Goal 2(C) 2000-2005).
- Have initiated the Minority Family Weekend for students, parents, and grandparents.
- Have added two recruitment officers (one African-American and one Native American) to focus on minority student recruitment.
- In Summer 2003, an advisor in Undergraduate Advising for the transition program was assigned as primary contact for first generation students.
- Has supported clubs and programs for the specific concerns of certain populations (e.g., Hillel for Jewish students and STAR Mentoring program for African-Americans).
- Have initiated an aggressive recruitment strategy for minority faculty resulting in 25 new minority faculty members in the 2003.
- Z. Smith Reynolds Foundation grant for a race relations initiative

Elizabeth City State University

- In 2002, ECSU was ranked 10th nationally among HBCU as a multi-racial diverse institution.
- ECSU strives to maintain a racially diverse admissions staff.
- Has expanded efforts to increase minority participation in the new student orientation program, Vikings Assisting New Students (VANS).
- Expanded the new student orientation program to include concurrent sessions targeted to minority students.
- Has expanded professional development programs for faculty to include sensitivity training on managing an increasing multicultural student body.
- Actively soliciting greater participation of minority alumni into the General Alumni Association.

Fayetteville State University

- FSU is one of the most diverse institutions among UNC institutions.
- Freshman Seminar program encourages students to reflect on diverse cultures and perspectives.
- Faculty actively promote interaction between military and non-military students.

- UNC Campus Scholarship Program will continue to commit a portion of funds of an amount at least equal to the funds formerly awarded as Minority Presence Grants to promote diversity.
- Publications are designed to reflect the university's diversity.
- Various recruitment documents are now published in Spanish.
- A special information session is now held each year for Hispanic students.
- Has begun a major new initiative to promote diversity in the curriculum called "Internationalizing the Curriculum"...
- Collectively provides assistance to more than 2,500 students through Upward Bound, Educational Talent Search, Educational Opportunity Centers Program, and GEAR UP.

North Carolina A&T State University

- Admissions counselor has been appointed to target recruitment and enrollment of minority students.
- Developing admissions and marketing materials in Spanish.
- Have taken initial step to establish a Hispanic Student Club for students.
- Admissions Office sponsored a luncheon for minority students to seek their input and suggestions.
- All minority students are contacted each fall by the Office of Minority Affairs to remind them of available services and to solicit from them names of potential candidates for enrollment.
- Annual orientation session held each fall to welcome minority students.
- All freshmen minority students are tracked to assess their academic progress.
- Annual Lunch/Rap Session is held to recognize minority students.
- Annual survey of minority students to assess their experience at NC A&T.

North Carolina Central University

- Developing initiatives to increase the diversity of the freshmen class.
- Develop long-term relationships with minority students and parents from inquiry through enrollment.
- Offering special events, on and off campus, for targeted groups of student prospects.
- Ensuring that NCCU provides a nurturing, safe environment for all students that is conducive to and promotes an intellectual community of learning.
- Using technology in the delivery of instruction - on-line services, user-friendly web-based services.
- Provide international opportunities.

North Carolina School for the Arts

- Board of Trustees has established a Task Force charged with the goal of increasing cultural diversity on campus.
- Division of Student Life has established a task force to oversee the diversity needs of student life, activities, and services.
- Chancellor has established a Diversity Committee including students, staff, and faculty to serve as advisors for the administration.
- The campus' Diversity Action Plan defines its top priority the formation of a central diversity program with a director to initiate programs in support of the campus diversity goals.
- The Diversity Plan also calls for the campus to:
- Establish and communicate a clearly defined institutional philosophy regarding diversity;
- Develop and implement student recruitment activities to increase diversity on campus;

- Develop and implement student retention activities related to the campus climate for students;
- Plan and implement sensitivity training for students, faculty, and staff;
- Evaluate inclusiveness of curriculum and resources and modify as appropriate; and
- Evaluate faculty and staff recruiting, hiring practices and retention, and implement changes as necessary...

North Carolina State University

- One of NCSU's three primary university goals is ...”Building a diverse and inclusive university community that fosters demographic and intellectual diversity”.
- Created the Office of the Vice Provost of Diversity and African American Affairs in 2000.
- Established the campus Diversity Advisory Committee to assist the Vice Provost.
- Have achieved one of the most diverse campuses among predominantly white institutions with 23% of student body made up of minority and international students and a faculty and staff composed of 24% minority and international members.
- Have established financial aid policies to reflect the intent to encourage diversity within the pool of eligible candidates for merit-based scholarships.
- The Chancellor's Leadership Award favors applicants who can elucidate their views of diversity, and how their selection for the award will foster a more diverse environment at NCSU.
- In selecting recipients for need-based academic scholarships, the campus makes every effort to assure diversity in the recipient pool.
- NCSU offers several academic support programs to aid minority and majority students including a tutorial center, supplemental instruction, and academic skills training.
- Orientation courses that focus on transition issues unique to African-American, Native American, women students, and student athletes are available to all students.
- NCSU is currently conducting climate surveys to monitor the University's success in improving the climate for all students.

University of North Carolina at Asheville

- Diversity is stated as one of the university's seven Institutional Goals and was one of three goals selected by the Chancellor as a focus goal for 2002-2004.
- Has created Office of Diversity and Multicultural Affairs
- Hired Special Assistant to the Chancellor for Diversity and Multicultural Affairs
- Established Latino/Hispanic student organization.
- Worked with Asian/Asian American students to establish ASIA—Asian Students in Asheville.
- Admissions counselor to focus on recruitment of minority students
- Conducting an analysis of the impact of financial aid awards on ability to recruit minority students.
- UNCA works closely with local programs, (e.g., AVID, TRIO, and summer camp programs) to enhance minority recruitment.
- Have achieved retention and graduation rates for Black students that are equal to or higher than White students at UNCA.
- Has been reviewing the General Education curriculum and initial draft includes six credit hours of diversity intensive integrative liberal studies courses.
- University Planning Council conducts annual reviews of the quality and effectiveness of indicators to measure success in incorporating diversity.

University of North Carolina at Chapel Hill

- Chancellor's Cabinet includes the Assistant to the Chancellor for Minority Affairs
- Equal Opportunity/ADA Officer, whose responsibilities include minority presence and diversity issues.
- Chancellor's Committee on Community and Diversity is an advisory board that includes faculty, staff, and students.
- Diversity has been incorporated into the strategic plan of the university.
- Diversity is addressed in new student orientation for all students.
- Organizations for African American, Native America, Hispanic, and South East Asian students have been established.
- Expanded curriculum in ethnic studies provides opportunities to major or minor in areas such as Native American Studies, Latin American Studies, or African-American Studies.
- First year academic warning system to identify students at risk and to provide tutoring and mentoring by upper-class minority students.
- Center for Teaching and Learning provides assistance to help faculty integrate diversity into content and methods.
- Cultural diversity requirements are included as a part of undergraduate curriculum and are currently under review as a part of the larger general education curriculum.
- Office of Minority Affairs provides support for programs like Project Uplift, High School Honors Days, National Achievement Scholar Day, Tar Heel Target, Native American Outreach, Hispanic Student Outreach, campus visitation, Decision Days events, North Carolina Renaissance for rural high school juniors, Pre-orientation, and the Minority Student Recruitment Committee.

University of North Carolina at Charlotte

- A new Minority Presence Plan has recently been completed as a part of the university's strategic planning process and is in final review by campus constituencies.
- Office of Undergraduate Admissions has developed focused recruitment plans for African-American, Native American, and Latino students.
- Referral Mailings—minority students and graduates are asked to provide names of potential students as part of a direct mail campaign to enhance the pool of prospective students.
- Admissions officers have identified NC secondary schools with high concentrations of minority students for special visits.
- A Native American recruitment brochure was developed by the Native American Advisory Committee this year with advice from the Native American Student organization.
- In addition, the Native American Student organization makes personal telephone calls to encourage admitted students to enroll.
- University Transition Opportunities Program is targeted toward minority incoming freshmen to help build a peer support network and provide academic support and advising prior to the first Fall semester of enrollment
- Seven historically black Greek organizations have chapters at UNCC.
- Multicultural Resource Center has been established to promote campus-wide awareness of multicultural, diversity, and human relations issues...
- Target of Opportunity program focuses on the recruitment of diverse faculty.
- College of Education engaged an outside consultant to assist with its efforts to diversity its faculty.
- Council on University Community provides oversight and coordination of all multicultural programs and activities.

- UNCC in 2003 began a major initiative in launching the Office of Student Success and Retention with a full-time director from the faculty. Among the responsibilities of the Office will be assessment of campus efforts to enhance minority student success and retention.

University of North Carolina at Greensboro

- The university's new long-range plan for 2003-2008 lists "a diverse community" as one of UNCG's Core Values, and issues a call for UNCG to "Celebrate diversity while strengthening community".
- University has increased its representation in over 100 national and international associations which address specific minority issues.
- Teaching and Learning Center provides professional development for faculty on diverse learning environments. External funding has increased in support of this effort.
- Fourteen area receptions and seven open house events including a Black Student Visitation Day, six information sessions for adult and transfer students, guidance counselor workshops are held annually by the admissions office.
- Office of Admissions also host campus visits for special populations, e.g., Upward Bound students and GEAR UP students, including middle school students.
- The university's Human Relations Council is an integral part of diversity planning initiatives for the campus.
- Diversity and global awareness also being promoted by increasing number of international students on campus and the development of new international programs.

University of North Carolina at Pembroke

- One of the most racially diverse campuses in the South.
- University Early Alert Program is used to identify students at risk academically and provides support services to assist these students.
- Student Support Services Program which provides services such as counseling, tutoring, career development and financial aid assistance is specifically aimed at low-income and first-generation students.
- Has developed an aggressive minority student recruitment plan.
- Curriculum that includes a major in American Indian Studies and minor in African American Studies
- Student organizations include the African-American Student Organization, the Native American Student Organization, and the American Indian Science and Engineering Society
- The Multicultural Center was established in fall 2001.
- In 2003, a new position for Director of Minority Affairs was added to the staff of the Multicultural Center.

University of North Carolina at Wilmington

- In 2002, Chancellor convened a "Blue Ribbon Committee" of four former chancellors of UNC campuses to examine the status of ethnic diversity at UNCW, which was presented in October 2002.
- Report recommended establishing an associate provost for diversity and a commission on diversity. Also stressed need for scholarships if UNCW is to be more successful in recruiting minority students.
- In response to recommendations, the Chancellor's Task Force on Diversity was created to follow up on the Blue Ribbon Committee report.
- As a result, UNCW has conducted a survey of campus climate for students, faculty and staff; and held three open forums in early 2003.

- The Task Force has made the following recommendations which was endorsed by the UNCW Board of Trustees in April 2003:
- Diversity must permeate mission, academic programs, curriculum, and public service.
- Create a Commission on Diversity to develop a long-range diversity plan.
- Create a senior level administrative position to focus on diversity.
- UNCW provide regular opportunities for diversity training.
- Reform curricular offerings to ensure students are exposed to the diversity of an increasing global environment.
- Enhance efforts to recruit and retain diverse faculty and staff.
- Enhance orientation sessions on diversity for all new students.
- Enhance efforts to engage communities in southeastern NC increase participation of underrepresented groups in higher education.
- UNCW allocate funds to implement these recommendations and support work of the Commission on Diversity.

Western Carolina University

- Honors College has increased efforts to recruit and retain minority students.
- Departments have recently revised undergraduate and graduate curricula to address diversity issues. For example, recent writers have been invited in to speak include Native Americans, African-Americans, and Latinos.
- Established and hired the first Sequoyah Chair of Cherokee Studies, who is a Cherokee.
- Writer in residence has been hired to augment offerings in Cherokee.
- Increased effort by WCU to send faculty and students to conferences focused on diversity.
- Strategic vision statement reflects WCU's commitment to diversity, "...the university encourages its students, faculty, and staff to display the following traits of citizenship...awareness of and sensitivity to the concerns of diverse people and cultures."
- The campus view book used by the admissions office for recruitment now includes a spread devoted entirely to diversity.
- Student Support Service program offers an academic support program for first-generation, low-income, or disabled students.
- Established Project C.A.R.E. (Committed to African-American Retention in Education) to assist in the transition from high school to college for first year, African-American students.
- WCU is working with the Cherokee Center to meet with middle school and high school students to stress importance of attending college. The Center also provides one-on-one pre-admissions advisement, assistance with financial aid and registration as well as ongoing support through the college experience.
- Have added two new events to the campus Foreign Language contest to reflect the participation of Hispanic students.
- Have included an information session during orientation for minority students and their families.
- WCU annually supports programs to celebrate diversity including MLK, Jr. celebration, Kwanza, Black History Month, Native American History Month, Native American Powwow, International Festival, Hispanic Heritage Month, and Diversity Week.

Winston-Salem State University

- Diversity is a part of the university's mission and encompasses gender, age, culture, disability, academic ability, nationality, religion, socio-economic status.

- Addressing diversity is reflected in the goals of the 2002 strategic plan.
- In 2002, WSSU achieved a diversity of staff and faculty with 73% of staff was African-American, 24% were white, and 3% Asian or Hispanic; and a faculty of 53% African-American, 37% white, and 10% Asian, Hispanic, or other.
- Recruitment efforts for faculty and staff now include radio spots and print ads targeted at underrepresented populations.
- Expanded efforts to attract diverse students by implementing a series of pre-college and bridge programs including a new pre-college program (2001) for Hispanic sixth graders and their parents.
- Emphasis on support services for commuters, many of whom are minority.
- Required freshman orientation course was redesigned to include cultural diversity discussion.