

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

As a part of the 2006-2011 long-range planning process, each campus was asked to provide information related to the diversity plan adopted by the Board of Governors in 2001 (also referred to as the Minority Presence Plan). Recognizing that the campuses responded to this initiative in 2002 and 2004, 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 appendix summarizes both the Office of the President and the campus responses to this issue.

University-wide goals are to increase the following:

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

Campus goals, to be reached through their strategic plan and enrollment plan and, are to:

- Reach a “critical mass” of “minority” students on each campus
- Reach racial and ethnic parity in retention and graduation rates
- Develop meaningful opportunities for students to experience a diverse environment that will prepare them for the real world of the 21st century

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 several strategies over the last few years.

- Conducted a system-wide workshop on supporting student success by increasing retention and graduation rates. Activities included reviewing campus and national data, sharing strategies for success, and encouraging establishment of campus-based retention teams. More than 60 representatives from the campuses attended the workshop and every campus was represented.
- Worked with the Southern Education Foundation to assess North Carolina’s activities to promote access.
- Worked with NCSEAA to successfully have guidelines developed for the consolidated minority presence grants.
- Worked actively with NCSEAA to fully fund the state-supported UNC Need-Based Grant Program.
- Distributed funds to focused-growth institutions to support programs that will enhance diversity efforts.

- Continued emphasizing community college partnerships, given that research data show minority students do not transfer to UNC at the same rate as non-minority students.
- Continued to place significant attention on access and outreach through CFNC, GEAR UP, and the Transfer Advisory Council.
- Incorporated sessions on diversity in all UNC Leadership Institute programs for faculty and administrative deans, each year since 2001
- Agreed to host a Fellow of the UNC Leadership Institute for 2005-2006, a student affairs administrator from UNC-CH, to assist with examining policies and programs that impact retention and time-to-degree.
- Submitted biennial budget request to support the SREB Doctoral Scholars Program for minority Ph.D. students.
- Sent representatives to the SREB Doctoral Scholars Conference to recruit minority faculty for the third consecutive year.
- Submitted biennial budget request for institutions to expand opportunities for minority students to participate in international exchange programs.
- Worked through University-School Programs to improve outreach and training activities with teachers, counselors, administrators, and parents in grades K-12.
- Implemented the new Minimum Course Requirements as a means of improving college preparation and retention.
- Increased use of technology to expand access (e.g., CFNC, Prospective Student Portal, e-learning programs and courses).
- Received a \$19.2M grant to expand the statewide GEAR UP effort from 20 counties in 2003 to 15 new counties in 2005, impacting a total of 35 counties across the state.
- Produced a documentary on GEAR UP in North Carolina in partnership with UNC Center for Public Television and televised it statewide twice in 2005.
- Creation of summer institutes at ASU, UNCA, and ECU to increase awareness of the range of college options available to first generation students.
- Promoted the Spanish aspects of the CFNC website, focusing on parents in the rapidly growing Hispanic population of North Carolina.
- Incorporated, since 2004, a Hispanic theme into the annual NC College Access Conference, a program designed to promote the increase of low-income, first generation students to complete high school and pursue a postsecondary education.
- Worked with DPI and LEARN NC to extend AP course offerings to low-wealth and GEAR UP school districts across North Carolina.

Individual Campus Responses

As previously noted, each campus was asked to summarize its continued efforts in diversity planning. 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 exhaustive 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

- Implementation of the ASU Diversity Plan, adopted by the Board of Trustees in March 2002.
- Set a goal of increasing the diversity of ASU's student population to 10% by 2008.
- Established the Diversity Advisory Council to advise on admissions and enrollment.
- Created a campus-wide task force to recruit international students.
- Hired a consultant to assess current international efforts and formulate long term goals.
- Established goal of enrolling 80% of freshmen with particular attention to minority students in a Freshman Learning Community (currently 85% of freshmen students are participating).
- Developed a more comprehensive approach to the use of the College Student Inventory and Academic Progress Reports, both used as early alert, early warning initiatives.
- Appointed a Retention Management Team.
- Implemented a faculty exchange program with Winston Salem State University, for the professional development of the faculty and enrichment of the students.
- Examples of success include increase in diversity of the freshman class (2001, 6% - 2004, 9%), faculty recruitment (2001, 4.5% - 2004, 7.5%).

East Carolina University

- Attention to diversity through strategies and outcomes in the ECU Strategic Plan (Goal 2(C) 2000-2005).
- Elevated the visibility of ECU's diversity initiative and reinforced the university's commitment to valuing differences by creating a cabinet-level position, Assistant to the Chancellor for Institutional Diversity, dedicated to the development and delivery of a comprehensive diversity program.
- Assigned an undergraduate advisor, beginning in summer 2003, as the primary contact for first-generation students.
- Created an extensive admissions website to facilitate the transfer process for all community college students transiting to ECU, including the Articulation Agreement.
- Developed incentives for individuals and units that enhance ECU's diversity objectives through the Recruitment Incentives Committee.
- Enhanced online application and recruitment tools enabling expanded use of diverse applicant pools across multiple postings.
- Planned expansion of training and development opportunities emphasizing core capabilities including problem resolution in a diverse environment.
- Continued to promote an aggressive recruitment strategy for minority faculty resulting in a minority presence among faculty at 11.8%.

Elizabeth City State University

- Required all new freshmen to enroll in a Freshman Seminar, designed to assist students with adjustment to the University.
- Administered the College Student Inventory with all new freshmen, providing data helpful in identifying students at risk.
- Utilized the Center for Teaching Excellence to improve the interaction of faculty with its diverse student population.
- Began developing programs to attract Hispanic students, with assistance of Spanish-speaking faculty members.

Fayetteville State University

- Hired a bilingual counselor to coordinate outreach to Hispanic-Latino students.
- Engaged minority alumni in university outreach to minority students.
- Worked closely with high school and community college transfer counselors to ensure they are aware of the educational opportunities at the university.
- Continued to strengthen early alert programs through the use of surveys, electronic communication and face-to-face interactions.
- Continued to monitor results of surveys to monitor campus climate and make improvements as needed.
- Offered cultural programs of interest to diverse groups of students highlighting histories, traditions and contributions of world's diverse populations.
- Planning to assess effectiveness of diversity efforts by disaggregating retention and graduation rates to monitor parity among students of different racial and ethnic groups and implement strategies to address disparities that emerge; and to follow up with students who leave the university to determine if their reasons for leaving were related to diversity issues and if so address the problems.

North Carolina A&T State University

- Assigned an assistant director of admissions to serve as liaison with community colleges and transfer students.
- Established a Scholarship Office within the Office of Student Financial Services to enhance scholarship information.
- Targeted under-represented groups that meet the scholarship requirements to receive additional encouragement to apply for scholarship opportunities.
- Working with the community colleges and NCA&T faculty to ensure the Comprehensive Articulation Agreement is implemented.

North Carolina Central University

- Set a goal to increase first time freshman ethnic diversity from 4.3% in 2000 to 13% in 2008.
- Offer scholarship programs to attract minority students.
- Continued diverse programming such as an international festival.
- Continued targeting publications to embrace diversity issues, and marketing NCCU's programs to specific targeted groups and pools of prospective students.
- Strengthen marketing messages and distribute publications internationally.
- Devise specific plans for recruiting students in specified markets such as transfers, nontraditional, international, as well as for graduate student markets.
- Emphasis placed on first-year experiences and success factors.
- Develop long-term relationships with minority students and parents from inquiry through enrollment.

North Carolina School for the Arts

- Address diversity and minority recruitment as part of NCSA's Strategic Plan.
- Hired a new staff member to coordinate student minority affairs.
- Targeted high schools and recruitment staff to ensure underrepresented populations are aware of and encouraged to apply and audition for programs at NCSA.

- Established an ongoing Diversity Committee to advise the campus community on issues related to diversity.

North Carolina State University

- New Chancellor reaffirmed institution's commitment to diversity by identifying diversity as one of four themes that will guide the University.
- Made significant improvements in creating an inclusive campus in order for all to feel welcomed, valued and respected, by improving programming and facilities in the African American Center, establishing and increasing support for variety of diverse student organizations.
- First UNC campus to join the Hispanic Association of Colleges and Universities.
- Sponsored "A Taste of NC State", a day-long multicultural festival; planned and implemented by 15 diverse student groups.
- Established the Diversity Student Council to increase student interaction among diverse groups and individuals.
- Broadened outreach and pre-college programs in order to achieve a "critical mass" of diverse students; now offering over 30 pre-college programs that prepare students and increase access for a wide range of diverse student populations.
- Increased attention to minority faculty recruitment by participating in events and publications such as National Minority Faculty Recruitment Fairs and Minority Faculty/Staff Directories.
- Offered diversity education and training through decentralized activities to faculty, staff and students beginning with new student, new faculty and new employee orientations, and through the year in a wide array of venues.
- Continue to be one of the most diverse campuses among predominantly white institutions with nearly 20% of student body made up of minority students; 17.6% of faculty are from historically underrepresented groups and 28.2% faculty are women.
- Examined climate surveys to monitor the university's success in improving the climate for all students; 2004 results show that the majority of minority students feel welcomed, supported, and capable of accomplishing their academic goals at NCSU.
- Examples of success include: 1st in production of African-Americans with MS in Mathematics/Statistics; 3rd in production of African-Americans with doctorates in Engineering; 16th in production of minority doctorates in Engineering; over 500 courses offered allow students to explore individual differences, gender affairs, as well as other cultures, religions and races.

University of North Carolina at Asheville

- Maintained diversity as one of the university's eleven *Guiding Concepts* underlying the university's strategic planning process, one of the university's seven *Institutional Goals*, and one of three goals selected by the Chancellor as a focus for 2002-2005.
- Worked closely with local programs, (e.g., AVID, Education Initiative, GEAR UP NC) to enhance minority recruitment.
- Initiated a one-week summer residential program in summer 2005 to introduce Asheville area minority high school students to college life in an effort to help them *Learn, Live and Lead*.
- Developed the first formalized UNCA Admissions multicultural recruitment plan in 2004.
- Initiated the Admissions Diversity Task Force charged with improving the ability to recruit and retain students of color.

- Implemented a new Integrative Liberal Studies general education program with systematic incorporation of diversity into the curriculum.
- Conducted a weeklong faculty development workshop, in May 2005, for 27 faculty members and provided funds for the development of additional diversity-intensive courses to come on-line during the 2005-2006 year.
- Continued to achieve retention and graduation rates for black students that are equal to or higher than white students at UNCA.
- Benchmarked success in recruiting and retaining minority faculty, against the average percent of minority full-time faculty at predominantly white baccalaureate liberal arts colleges in the U.S.
- Successes indicate that UNCA exceeded the 2003 national B.A. Liberal Arts College benchmark Black faculty mean of 2.8% every year for the last decade at a rate of 4.8% and in fall 2004, 17% of UNCA tenure-track assistant professors represented racial or ethnic minorities and 47% were women.

University of North Carolina at Chapel Hill

- Formed a university-wide task force on diversity in September 2004 to report on the state of diversity on the campus and to make recommendations about ways to improve the climate and support for diversity on the campus.
- Implemented a strategic hiring initiative for faculty diversity through the Office of the Provost.
- Continued to address diversity in new student orientation for all students.
- Planned for new curriculum to be implemented in 2006 that requires cultural and foreign language competency as well as global educational awareness.
- Continued first year academic warning system to identify students at risk and to provide tutoring and mentoring by upper-class minority students.
- Conducted a retention study with plans to implement recommendations in 2005-2006.
- Successes include enrollment of 225 Carolina Covenant Scholars (low income 150% of federal poverty) for debt free education to enhance social and economic diversity; minority enrollment increased to 27% of freshman class in 2004 compared to 21% in 2000.

University of North Carolina at Charlotte

- Amended campus goals to include the following: *to enhance opportunities for learning in a culturally rich environment*. This goal involves increasing enrollment, retention and success of qualified students from diverse backgrounds; faculty, staff and administrators from diverse backgrounds; and fostering an environment that recognizes the benefits of diversity and supports an inclusive community.
- Formed a new committee to focus on recruitment and retention of minority faculty and on preparing faculty for teaching in classrooms that have diverse student populations.
- Developed action plans, through the Office of Undergraduate Admissions, to expand diversity efforts including broadening the concept of diversity to include mixed and other races and low-income populations, combining various multicultural advisory committees to better utilize efforts and resources; designing and implementing a multicultural recruitment program; exploring delivery of recruitment materials in Spanish; and increasing involvement and presence in local community groups (i.e., TRIO, GEAR UP, etc.).

- Developed action plans to enhance minority faculty recruitment and retention including developing model position announcements to enhance diversity of applicant pools; conducting surveys of department chairpersons and college deans and associate deans to assess the environment; conducting focus groups of minority faculty to assess the climate; assembling an inventory of resources that support teaching in classrooms with diverse student populations; developing an official website devoted to diversity issues.
- Continued the University Transition Opportunities Program, 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.
- Continued the long-standing Council on University Community, providing oversight and coordination of all multicultural programs and activities.

University of North Carolina at Greensboro

- Continued to host area receptions, and open house events including a Multicultural Student Visitation Day, information sessions for adult and transfer students, guidance counselor workshops, and a host of campus-visit experiences for special populations (e.g., Upward Bound).
- Visited feeder community colleges to discuss admission to the university, provide a preliminary evaluation of credits, and prepare an unofficial degree audit while onsite.
- Expanded and/or enhanced special academic programs such as honors, teaching fellows, living/learning communities and international student exchanges that demonstrate effectiveness relative to student learning outcomes and retention.
- Hosted the annual Race and Gender Institute, to foster greater inclusion of minority perspectives in the curriculum.

University of North Carolina at Pembroke

- Continued to be the most racially diverse campus in the UNC system, with a 2004 total enrollment of 20.4% American Indian, 22.7% African American, 51.9% White, 2.2% Hispanic, and 1.6% Asian.
- Demonstrated growth of African-American undergraduate students by 23% between 2002 and 2004.
- Used Early Alert Program to identify students at risk academically and provide support services to assist these students.
- Continued 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.

University of North Carolina at Wilmington

- Developed a comprehensive Diversity Initiative Plan endorsed by the Board of Trustees in September 2004 that is expected to take six years to attain full maturity.
- Developed top 10 diversity priorities for the 2004-2005 academic year:
 - Produce and implement an admissions diversity recruitment plan.
 - Create a bilingual admissions position, with fluency in Spanish.
 - Establish a Diversity Advisory Council.
 - Develop Departmental Diversity Plans.
 - Hold diversity awareness and sensitivity enhancement activities.

- Conduct a campus climate survey.
 - Expand College Opportunity Program.
 - Expand and enhance cultural programs.
 - Expose students to diversity through the University's Basic Studies Curriculum.
 - Appoint a task force to examine diversity scholarship opportunities.
- Employed a plan with emergent themes to keep focus on mission of the university.
- Integrated diversity planning with institutional planning and budgeting.
- Identified resource requirements for implementation of the Diversity Initiative Plan ranging from \$117,100 in 2004-2005 to \$210,953 by 2008-2009.

Western Carolina University

- Established departmental action plans to meet the goals of the institution's mission and support for the vision and goals for minority presence and diversity.
- Incorporated the university assessment process and budgeting process in these annual action plans.
- Received five Cherokee related grants in archeology, arts and the Cherokee Youth Center, Cherokee art restoration, contemporary Native American artists, and Cherokee historical resources.
- Began implementing a Cherokee Studies interdisciplinary graduate certificate.
- Sent faculty and students to conferences focusing on diversity.
- Included on the standing College Diversity Committee, representatives from Asheville and Cherokee where significant numbers of public school minority students reside.
- Explored funding sources for minority students to enroll at WCU particularly in teacher education.
- Implemented a plan to recruit more minority students into the teaching Fellows Program.
- Made significant attempts to improve minority student participation in the teaching field, including hosting more than 70 minority middle grade and high school students for a special event day called "Reach to Teach" encouraging them to consider teaching as a career; participating in a Rural-Urban Exchange with NCA&T in teacher education; having representatives of the Graduate School visit HBCU's in the region to recruit minority students.
- Brought numerous speakers to campus that addressed diversity issues.
- Encouraged students to work with the Student Support Service program, an academic support program for first-generation, low-income, or disabled students.
- Continued 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.
- Continued 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.
- Identified students in danger of failing, and regularly contacted them through their professional academic advisors.

- Continued supporting 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

- Continued to address diversity as reflected in the goals of the university's strategic plan.
- Entered partnerships with local schools to provide college prep workshops, tutoring and training sessions for students.
- Provided tutorial, counseling and career planning to first generation students and other students who are at risk through the Student Support Services Program.
- Planning for the establishment of a multicultural affairs office to coordinate a wide range of programs and services for the diverse population of students the university serves.
- Successes include: achieving a diverse student population, in the fall of 2004, of approximately 83% African-American, 15% White, 1% Asian, and 1% Hispanic; achieving a diverse full-time faculty, in fall 2004, with 61.5% African-American, 31.7% White, and 4.8% Asian and 2% Hispanic.