

Office for **Equity** and **Diversity**



BUILDING ON EXCELLENCE:

Best Practices for Increasing the Number of
Underrepresented Minorities in Graduate Programs

at the University of Minnesota

A HANDBOOK
for faculty and staff

UNIVERSITY OF MINNESOTA



The University is committed to increasing the pool of underrepresented minorities eligible to participate as faculty, researchers, and leaders. The number of underrepresented minorities enrolling in graduate and professional programs at the University of Minnesota is, however, still comparatively small.

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Office for Diversity in Graduate Education
diversity.umn.edu/gradeducation

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BUILDING ON EXCELLENCE:

For more than thirty years the University of Minnesota has been among the vanguard, identifying strategies to help major research universities contribute to increasing the pool of prospective faculty members and professionals from underrepresented minority groups. At the University of Minnesota we define underrepresented minorities to include U.S. citizens or permanent residents who identify as African American/Black, American Indian/Alaskan Native, Asian/Pacific Islander, Latino/Chicano, first generation college students, students from lower socioeconomic status (SES) levels, and students with disabilities.

The Office for Diversity in Graduate Education (ODGE) holds the University memberships in consortia and alliances that maintain databases of underrepresented minorities (URM) from major research institutions who are interested in graduate and professional study. Our national memberships include: Committee on Institutional Cooperation (CIC), National Name Exchange (NNE), and National Consortium for Graduate Degrees in Engineering and Sciences (GEM). We have also participated in alliances with minority serving institutions, and the University was a member of the founding committee that started the CIC Summer Research Opportunity Program. Our Office coordinates activities in hosting students from other institutions who are participating in one of the 17 or more summer research experiences for undergraduates (REU) sponsored by University graduate programs.

These affiliations and all of the activities undertaken by our graduate and professional programs demonstrate the commitment the University has for increasing the pool of underrepresented minorities eligible to participate as faculty, researchers, and leaders. The number of underrepresented minorities enrolling in graduate and professional programs at the University of Minnesota is, however, still comparatively small. In fall 2001 underrepresented minority students were 8% of the total graduate school enrollment at the University of Minnesota and in fall 2011 they were 11% of the total enrollment. Enrollment in the University of Minnesota graduate school increased by 22.7% between fall 2001 and fall 2011. With the decentralization of graduate education at the University of Minnesota, colleges are taking on more

responsibility for recruitment. It seems appropriate to share with colleges what we know about recruiting and retaining members of underrepresented communities.

In 2003 the Council of Graduate Schools (CGS) produced a booklet, Recruiting for Success, which examined effective and ineffective recruiting strategies. The information for the booklet was drawn from the experiences of institutions that had been awarded the CGS/Peterson's Award for innovations in the recruitment and retention of minority students.

The CGS Inclusiveness Project Advisory Committee identified 12 steps for building an inclusive graduate program through effective recruiting. The 12 steps are:

1. Set goals/establish criteria for success
2. Locate funding
3. Build a case for your program
4. Know where to find prospective students
5. Develop effective networks
6. Offer research opportunities and campus visits
7. Rethink your admissions criteria
8. Secure departmental commitment – in mind, spirit, and money
9. Review what works and what doesn't
10. Understand cultural differences
11. Communicate your inclusiveness efforts
12. Diversify the faculty

SET GOALS AND ESTABLISH CRITERIA FOR SUCCESS

WOMEN FACULTY ALSO FACE A MYRIAD OF OBSTACLES WITHIN HIGHER EDUCATION.

In setting definitive goals for the recruitment efforts, it is important to know what the trends have been in enrolling underrepresented minority students in your program in the last ten years. The questions to be asked are:

- How many underrepresented minorities (URM) have applied to your program?
- How many URM were accepted to your program?
- How many URM enrolled?
- Is your curriculum diverse?

Application, admission, matriculation, and completion data for your programs are available via the "Graduate School Programs" website. You can also contact the Systems and Data Management Office of the Office of the Vice Provost and Dean of the Graduate School or the Office of Planning and Analysis for assistance with finding historical data about your program.

To set realistic goals it is necessary to have a sense of the size of the pool of students who will be candidates for your program. The National Center for Educational Statistics (<http://nces.ed.gov>) is one resource for determining the size of the pool based on number of students earning bachelor's degrees in a given year. Disciplinary professional organizations often have student members/chapters that represent another potential source of information about students interested in graduate study in your area.

In setting definitive enrollment goals for graduate programs it is important to establish the criteria you will use to measure success. The percentage of URM in the discipline nationally is often used as the benchmark for a programmatic goal. Some institutions use the percentage of URM in the state as the target percentage goal for enrollment of URM in their institution and individual programs.

Data from the NCES for 2008-2009 gives completion data for the ethnic groups as follows:

DEGREES AWARDED DURING THE 2008-2009 ACADEMIC YEAR

| ETHNIC GROUP | Master's N=656,784 n (%) | 1st Professional N=92,004 n (%) | Doctorate N=67,716 n (%) |
|---------------------------------|--------------------------------|---------------------------------------|--------------------------------|
| African American/Black | 70,010 (10.7) | 6,571 (7.1) | 4,434 (6.5) |
| American Indian/Alaskan Native | 3,759 (0.57) | 659 (0.72) | 332 (0.49) |
| Asian American/Pacific Islander | 39,944 (6.1) | 12,182 (13.2) | 3875 (5.7) |
| Hispanic | 39,439 (6.0) | 5,089 (5.5) | 2,540 (3.8) |

The total percentage of URM who completed Masters degrees nationally was 23.3% of all Master's degrees awarded (656,784) and 16.5% of all doctorates awarded (67,716). During 2008-2009, 12% of the Master's degrees awarded by the University of Minnesota were awarded to underrepresented minorities. Nine percent (9%) of all doctorates awarded during this same time period were awarded to underrepresented minorities.

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LOCATE FUNDING

Financing graduate education is often the most important variable for students in determining where to go to graduate school. Graduate programs need to be aware of the full spectrum of financial resources available to support admitted graduate students.

The goal for enrolling URM must take into consideration the University of Minnesota's commitment to support PhD students for five years. One institutional recruitment aid in meeting this commitment is the Diversity of Views and Experiences (DOVE) Fellowship. The DOVE Fellowship Program seeks to assist graduate programs to promote a diversity of views, experiences, and ideas in pursuit of research, scholarship, and creative excellence. This diversity is promoted through the recruitment and support of academically excellent students with diverse ethnic, racial, economic, and educational backgrounds and experiences.

diversity.umn.edu/gradededucation/dove

URM are candidates for national sources of funding that reward academically strong URM. The Office for Diversity in Graduate Education website is a source of information about sources of funding external to the University:

diversity.umn.edu/gradededucation/nationalfunding

Some programs for which our students are eligible are:

Howard Hughes Scholars
hhmi.org/news/gilliam20100309.html

Ford Foundation Pre-doctoral Scholarships
sites.nationalacademies.org/pga/fordfellowships

The National Consortium for Graduate Degrees for Minorities in Engineering and Science, Inc. (GEM)
gemfellowship.org

United Negro College Fund, Inc. Scholarship
uncf.org

Jack Kent Cooke Foundation Fellowships
jkcf.org

Graduate Assistance in Areas of National Need (GAANN)
www2.ed.gov/programs/gaann/faq.html#q15

Jacob K. Javits Fellowships
www2.ed.gov/programs/jacobjavits/faq.html

Gates Millennium Scholars
gmsp.org/publicweb/Scholarships.aspx

Visit the Office for Diversity in Graduate Education website for more information regarding funding graduate students.

diversity.umn.edu/gradededucation/nationalfunding

3

BUILD A CASE FOR YOUR PROGRAM

Be prepared to tell students why they should come to your program for graduate study. What do you have to offer academically? Be prepared to discuss minority & majority success rates, mentoring availabilities, research opportunities, innovative and inclusive curriculum, diverse faculty, and career placement. Address diversity on your departmental/programmatic website. Highlight programs and departmental efforts that address diversity. Provide links to information about select student organizations and support resources available on campus and in the larger community. Some offices on campus with which you will want to be familiar are the Disabilities Services Office, the University of Minnesota Women's Center, and the Gay, Lesbian, Bisexual, Transgender and Ally Programs Office (GLBTA). The website to find information about these resources is diverisyt.umn.edu

The Office for Diversity in Graduate Education (ODGE) has programming that can help answer questions about academic and professional development opportunities and the social environment of the university and region that can be part of the recruitment message for URM. Some of the opportunities are mentioned here.

- The ODGE has programming that begins with consultation sessions with prospective students and continues to graduation. ODGE invites prospective students to schedule an individual consultation to help plan their graduate school pursuits. Consultations provide students with information on how to map out plans to realize their educational goals, to complete successfully the admission process, to take advantage of local and national resources, and to finance graduate studies. Students are introduced to the appropriate program(s) faculty and staff.

- The Community of Scholars Program (COSP) is a retention program for underrepresented graduate students. COSP and the opportunities it provides for students make our university unique. The COSP works towards creating the institutional environment required for the academic achievement of graduate students. COSP assists underrepresented students (U.S. Citizens and permanent residents) to more fully participate in the university, develop supportive relationships with advisors and mentors; build a sense of community through academic seminars and professional development workshops; and connect students to the Twin Cities community through research, teaching and civic engagement opportunities.
- Graduate programs may offer fee grants to pay the application fees for promising prospective student. Contact the ODGE for information about the process that facilitates this recruitment service.
- Each year the Office for Diversity in Graduate Education hosts a Welcome Luncheon for underrepresented graduate students in order to meet OED and ODGE staff, meet new and returning graduate students, reconnect with peers and learn more about the Community of Scholars Program (COSP).

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KNOW WHERE TO FIND PROSPECTIVE STUDENTS

One place to look is right here on the University of Minnesota campus. Underrepresented minority students enrolled at the U of MN have demonstrated that they can be successful in this highly competitive academic environment. The faculty knows the students and their potential for success. In some instances highly successful University of Minnesota students do not have the option of moving to a new geographical location to pursue graduate study because of family and cultural reasons.

Derek Maness, Director of Recruitment and Outreach in ODGE, represents the University and your programs at conferences and graduate/professional education fairs around the nation. These include the Society for the Advancement of Chicano and Native Americans in Science (SACNAS), the American Indian Science and Engineering Students (AISES), the Ronald E. McNair Scholars Program National Conferences, the northern and southern California Forums for Diversity in Graduate Education, and the Annual Biomedical Research Conference for Minority Students to name a few. Contact Derek (dmaness@umn.edu) to make sure that he has up-to-date information about your program.

ODGE holds the University membership in organizations that have as their goal to increase the number of URM graduate students. These organizations have databases of URM juniors and seniors who have expressed an interest in graduate education.

- The National Consortium for Graduate Degrees in Engineering and Science, Inc. (GEM) (www.gemfellowship.org/index.php) has as its mission “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.” GEM makes available to its member institutions the database of applicants for the GEM fellowship.
- The Committee on Institutional Cooperation (CIC) makes available to member institutions the database of summer research programs applicants who have expressed an interest in graduate education.
- As a member of the National Name Exchange Program (NNE) we have access each year to the names and demographic data of juniors and seniors at the approximately 55 participating institutions that are interested in attending graduate school. The Institutions invite their URM who are sophomores, juniors and seniors with a minimum G.P.A. of 3.0 and an interest in graduate study to complete the online NNE information request form. In early Fall the NNE portal is ready. Programs will be able to sort by filters (including major of interest, GPA, undergraduate institutions, ethnicity, etc.) via the Internet. Programs are encouraged to be proactive and contact the students to provide information about their programs and the University. In fall 2012 over 6,000 students registered with NNE.

- The Graduate School staff invites regional McNair Scholars’ Programs to our Graduate School Visitation Program held on the Twin Cities campus once a month during the summer. The day consists of a presentation about the process of applying for admission to Graduate Programs, meetings with faculty and staff to discuss their research, and a staff-led tour of the campus. McNair Directors and Scholars have been impressed with the reception of our Graduate Programs.
- Project 1000 is a national program that assists under-represented students who are U.S. citizens or permanent residents in applying to graduate school. Project 1000 has focused its efforts on behalf of underrepresented students to work exclusively with the Science, Technology, Engineering & Mathematics (STEM) fields of graduate study. Through Project 1000, students use one application to apply to up to seven of the more than eighty participating Project 1000 institutions (including the University of Minnesota). The Graduate School Admissions Office accepts copies of the Project 1000 application and supporting material in lieu of the Graduate School’s application materials and encourages programs to do the same. Some graduate programs, however, may require an additional program application.
- The College of Education and Human Development (CEHD) is home to the Common Ground Consortium (CGC) Program. The CGC program supports students who want to pursue graduate-level studies in education and human development fields and who are graduates from participating Historically Black Colleges and University (HBCU). Eligible programs available within the (CEHD) include master of education (M.Ed./)professional studies, Master of Arts (M.A.), doctor of philosophy (Ph.D.), doctor of education (Ed.D.), and specialist certificates. CGC offers financial, social and academic support to CGC Scholars.
- In August of each year the University hosts the Annual Campus Wide Summer Research Symposium. The Symposium is an opportunity for the University community to view research conducted during the summer by approximately 200 undergraduate students from across the nation who have collaborated on research projects with University of Minnesota faculty. The poster session helps programs identify prospective students early in the application program.
- We have access to the directory of students who have participated in the McNair Scholars Program (**coenet.us**). The McNair Program is a national TRIO Program that assists eligible first-generation undergraduate students from low-income families to prepare for and to enter graduate programs leading to the Ph.D. The Directory is a compilation of information about graduating seniors, including their addresses, majors, and areas of interest for graduate study. Qualifying McNair Scholars may be eligible for an application fee grant paid by the ODGE. Please refer to our McNair Scholar Resources website for more details about our McNair Scholar Initiatives.
diversity.umn.edu/gradededucation/mcnairresources
- We recently launched a new Request for Information Form to better serve our prospective students and to comply with the recent recommendations made by the Provost’s graduate education restructuring working group. The purpose of this page is to enhance the visibility of your graduate program by actively welcoming prospective students, linking them to your program, and sending general follow up emails with application information.

This is a first step, as we hope to roll out more sophisticated recruitment tools for you in the future. To learn more about the Request for Information page, visit: **diversity.umn.edu/gradededucation**. Once testing has been completed on the system, programs will be able to use the system to do more than the existing Prospect Module can offer. The new software will keep track of the contacts by recording communications between prospects and the University sent via the CRM system. Programs will be able to develop communication plans that send customized emails to prospective students on an automated schedule. Finally, it will be possible to measure outcomes of recruiting methods in terms of the number of prospects who apply, those who are invited to campus interviews, the number admitted and the number who enroll.



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DEVELOP EFFECTIVE NETWORKS FOR RECRUITING

As is true in many aspects of life, networking improves our chances of reaching a goal. In this case attracting the students who can best benefit from and contribute to your program may better result from knowing people in common. We know from our contact with students that professors and faculty advisors impact the decisions students make about which programs to consider for graduate study. There are many opportunities to make these connections with others in your discipline that do not require a great deal of extra work, but which can yield positive results for diversifying your graduate student pool.

The idea is to be involved with individuals in the world from which prospective students might come. One could start by making contact with faculty from the discipline of the graduate program at institutions that enroll and graduate underrepresented minorities. The more departments know about your program and the characteristics of successful students in your program the more likely they are to recommend students to apply to your program. The effort on your part to connect with the faculty who train prospective students communicate that inclusiveness is on your agenda. The following are just a sample of networking activities.

- Contact your potential scholars. Early and frequent contact with prospective students communicates that you have an interest in them and provides time to track their application and get to know them. This personal contact results in students talking about your program with their classmates and others. This interaction with one or more students often results in more applicants from a particular school and program.
- Contact faculty at the institutions where prospective students study. Developing relationships with colleagues from institutions that educate large numbers of underrepresented

minorities helps your department know what level of experience graduates of that institution have. The contact with these faculty members offers them an opportunity to understand what will be expected of their students in your graduate program.

- Encourage your current students and graduates to be talent scouts by identifying prospective students for your program. The idea of being a graduate student becomes more real for prospects when they meet with students in the program who are similar to them.
- Some of the most effective recruitment is to work with your own graduates. Ask them to keep an eye out for outstanding students who would benefit from studying with your faculty.
- Support and encourage faculty efforts in recruiting. Develop linkages with faculty at the institutions of prospective students, e.g., minority serving institutions, your graduates, and your discipline colleagues. Attend meetings of targeted organizations such as the American Indian Science and Engineering Society (AISES), the Society of Black Engineers, the Society for the Advancement of Chicano and Native Americans in Science (SACNAS), and the Advancement of Biomedical Research Conference for Minority Students (ABRCMS) to talk with students who have been prepared to pursue graduate education.

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OFFER RESEARCH OPPORTUNITIES AND CAMPUS VISITS

In the last 30 years research universities have opened their campuses to underrepresented minority undergraduates to expose them to what it means to be a graduate student. Sophomores and juniors who have taken the prerequisite course work to be able to undertake a research project with the supervision of a faculty member are eligible to participate in research experiences at the University of Minnesota or other research universities. Listed below are opportunities available through the University of Minnesota.

- The University of Minnesota's Undergraduate Research Opportunity Program (UROP) and the Summer Research Programs give faculty the opportunity to serve as mentors to undergraduate students. The list of Undergraduate Summer Research Programs is available on the ODGE website. Research Programs give students the opportunity to engage in research and to consider graduate study. Programs such as the McNair Program, Multicultural Summer Research Opportunity Program (MSROP) and the North Star Alliances offer departments the opportunity to serve as mentors to prospective URM graduate students.
- The ODGE staff is available to assist graduate programs with recruitment of prospective students who are invited for campus visits and orientations. URM are interested in knowing that there are culturally diverse communities on and off campus. The ODGE staff has developed the Twin Cities Multicultural Services Directory, are available to answer questions, and provide information about the Twin Cities metropolitan area, campus resources, and the Community of Scholars Program (COSP).

- The COSP Summer Institute is a seven-week program that gives students admitted to graduate programs an opportunity to conduct research with a faculty member and to attend weekly seminars focusing on topics relevant to the graduate school process in the summer prior to their first semester of graduate study. Prospective graduate students nominated for fellowships are candidates for participation in the Summer Institute.
diversity.umn.edu/gradededucation/cosp
- The ODGE has limited funds - up to \$400 of transportation expenses only - to assist with the expense of bringing DOVE Fellowship nominees to campus for a visit. Requests should be made before mid-March, and visits must take place no later than April 15th. Please contact the ODGE for more information.
- Consider recruiting URM from institutions that award the Master's degree as the highest degree. Often URM and first generation students will not risk failure in pursuit of the Ph.D., but will enroll in Master's programs as a way to explore their capacity and refine their research skills. With completion of the Master's degree these students are strong candidates for the Ph.D.
- Arrange for potential recruits to visit ODGE while on campus and faculty within or outside their program of interest whose work may align with the student's interest.

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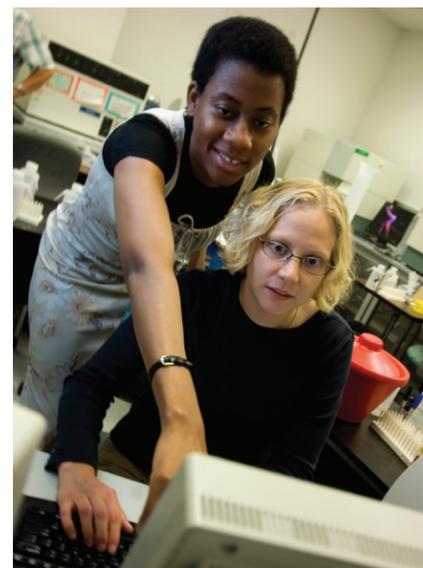
REVISIT ADMISSION CRITERIA

Do the criteria you use actually predict successful completion of the graduate degree? In the Recruiting for Success publication deans of the Council of Graduate Schools suggest that programs look to the experiences of their current and past students to identify real success indicators.

The Graduate Division of University of California, Berkeley has produced a guide for its academic departments that outlined some very specific criteria that are useful to consider. [Building on Excellence: Guide to Recruiting and Retaining Diverse Graduate Students at UC Berkeley diversity.berkeley.edu/graduate/gdp; Assistance for departments- Graduate Diversity Guide]. This guide offers the following additional qualifications applicants may have that could contribute to diversity and excellence in your department:

- Applicants with the potential to bring to their research a critical perspective that comes from their non-traditional educational background or their understanding of the experiences of members of groups historically underrepresented in higher education
- Applicants who display drive and motivation to persist and succeed in their careers notwithstanding barriers in higher education that disproportionately disadvantage them.
- Applicants who have the communication skills and cross-cultural abilities to maximize effective collaboration with a diverse cross-section of the academic community.

- Applicants that indicate research interests in subjects that will contribute to diversity and equal opportunity in higher education. For example:
 - » Research that addresses issues such as race, gender, diversity, and inclusion;
 - » Research that addresses health disparities, educational access and achievement, political engagement, economic justice, social mobility, civil and human rights and other questions of interest to historically underrepresented groups;
 - » Artistic expression and cultural production that reflects diverse communities or voices not well represented in the arts and humanities.
- Applicants who have the potential to contribute to their graduate research through their understanding of barriers facing women, domestic minorities, students with disabilities, and other members of groups underrepresented in higher education careers, as evidenced by life experiences and educational background. For example:
 - » Attendance at a minority serving institution;
 - » Experience with issues facing students with disabilities;
 - » Ability to articulate the barriers facing women in some science and engineering fields.



- Applicants who, in addition to their primary field of interest, have the potential to make research contributions to understanding the barriers facing members of groups who have been historically excluded from higher education. For example:
 - » Studying patterns of participation and advancement of women and minorities in academic fields where they are underrepresented;
 - » Studying socio-cultural issues confronting underrepresented minority and second language learner students in college preparation curricula;
 - » Evaluating programs, curricula and teaching strategies designed to enhance participation of students from groups underserved by higher education.

Some variables offered for consideration by the CGS are:

- Relevant previous experience
- Motivation to learn and succeed
- Enthusiasm for the candidate by referees, and
- Quality of undergraduate institution.

An interview will provide the opportunity to determine if a candidate has professional and personal motivation, a strong work ethic, skills, talent, and experiences that can provide insight into unrealized potential.

8

SECURE DEPARTMENTAL COMMITMENT—IN MIND, SPIRIT, AND MONEY

In order for recruitment, retention, and inclusiveness efforts to work, it is essential that there is commitment on the part of the program and departmental faculty. Inclusiveness has to be part of the everyday business of graduate programs, departments, and colleges. The programming and instructional content must reflect a climate of inclusion. Having a diverse faculty at the college level, if not at the program level is essential as is a willingness to support student research interests that reflect their diversity of experiences.

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REVIEW WHAT WORKS AND WHAT DOESN'T

The reviews should include recruitment strategies, admissions procedures, as well as retention efforts. At the end of each recruitment cycle evaluate your efforts for that cycle. Check the number of applications, the percentage of offers made and assess the pool of rejected applications. Obtain exit interviews from students leaving the program. Learn what was effective and ineffective. Modify or change strategies that did not achieve the goals and replicate those strategies that were successful.



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UNDERSTAND AND RESPECT CULTURAL DIFFERENCES

When an institution or program makes the commitment to be more inclusive, that commitment requires everyone to be more knowledgeable about and cognizant of the different cultural and religious practices (e.g., be careful not to schedule activities on religious holidays). It is also important to understand that the expectations of first generation students will differ. It is important to be aware that our Hmong, Somali, and Latino communities have grown considerably in the Twin Cities in the last decade.

The Office for Diversity in Graduate Education coordinated the development of a video entitled Breaking Boundaries: Graduate Student Perspectives on Culture and Ethnic Identity in the Academy. The Offices for Equity and Diversity and Global Programs and Strategy Alliance sponsored the development of the video. To view the video on-line or to access a discussion guide and resources related to diversity, equity and inclusion, visit: diversity.umn.edu/gradeducation/breakingboundaries



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COMMUNICATING INCLUSIVENESS EFFORTS

Talk about inclusiveness efforts on campus and off. Highlight those initiatives and activities that are directly related to your program and college.

- Show visible support on campus in hiring practices, celebrations (Black History Month, Hispanic Heritage, Tribal-related activities) and other events
- Produce newsletters and other printed materials that showcase the talent of a diverse student body
- Host social events that feature food, dance, customs of multicultural students
- Make sure your website reflects the diversity of your program, college, the institution
- Highlight accomplishments of diverse faculty and research on diversity by faculty in your program

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DIVERSIFY FACULTY

The presence of faculty representing diverse ethnic and cultural groups communicates to prospective URM students that there is a future for them in the discipline. The presence of a diverse faculty body also confirms that the University of Minnesota and your program are serious about the value of diverse views and experiences. The Institute for Diversity, Equity and Advocacy (IDEA), a unit of the Office for Equity and Diversity, has developed a handbook for institutional leaders and faculty search committees – Best Practices in Recruiting and Retaining Diverse Faculty at the University of Minnesota: A Handbook for Institutional Leaders and Faculty Search Committees. An excerpt follows:

Diversity is a fundamental core value of the University of Minnesota and crucial to the University's land-grant mission of advancing excellence in teaching, research, service, and community engagement. The University of Minnesota's commitment to enhancing the diversity of its faculty is premised on the idea that research and teaching are enriched by a variety of perspectives and multiple ways of knowing and being in the world. When diversity of thought and experience are core values of teaching and research: 1) Academic excellence is

advanced because students are better prepared to live and work in an increasingly global, pluralistic, and multicultural society; 2) Communities are strengthened because all members are judged by their character and contributions; 3) Teamwork, respect, innovation and collaboration are fostered; 4) Our economic well-being is strengthened as we utilize the skills of individuals from different ethnic backgrounds, cultures and communities, and; 5) The University will be seen as a more attractive place of learning and teaching for students and faculty of color. Diversity is a key ingredient of a quality education, scholarly discourse, and reflection. Faculty, staff, and students alike benefit from learning to function within a setting that allows or demands that one adapt to the complex social structures of having to learn from, teach or work with those who are not like oneself. (page 4)

As your program considers its role in building and maintaining a pipeline for the nation's pool of diverse faculty, take every opportunity to ensure that the diversity of your faculty body reflects this value.





RECRUITMENT TOOLKIT

diversity.umn.edu/gradeducation/recruitment

RECRUITING UNDERREPRESENTED GRADUATE

The following website presents best practices, prospective student data bases and recruitment resources that are available to University of Minnesota faculty and staff to assist them in efforts to diversify the graduate and professional student body. Please contact Derek Maness, in the Office for Diversity in Graduate Education (ODGE), if you have questions or would like to discuss your recruitment strategies (612-625-6858; dmaness@umn.edu).

WHAT MAKES US UNIQUE

- Office for Diversity in Graduate Education (ODGE)
- Office for Equity and Diversity (OED)
- ODGE Recruitment Fellowship: Diversity of Views and Experiences (DOVE)
- ODGE Retention Program: The Community of Scholars Program (COSP)
- ODGE Recruitment Program: The McNair Scholar Summer Visitation Program

KNOW YOUR ADMISSION & RETENTION STATISTICS

On the Graduate School website you will find the last ten years of admission statistics (Application for Admissions, Admissions Yield, Admit Pool Characteristics, Matriculation Yield, and Matriculation Pool Characteristics) broken down by masters, doctoral, male, female, international, and minority students. In addition, you will find retention statistics broken down by male, female, international and minority students.

To view your program's statistics please refer to www.grad.umn.edu/programs. At this site: 1) choose your program location - e.g. Twin Cities, Duluth (click), 2) select your program and then below select "Program Statistics" (click on "view"), 3) under your program name click on "Admissions" for admission statistics or click on "Graduate Student Progress" for retention statistics.

PRE-ADMISSION BEST PRACTICE RECRUITMENT ACTIVITIES

(on-going list, please refer to our website of list of specific program activities)

CONNECTING WITH PROSPECTIVE STUDENTS: STUDENT DATABASES

The following prospective student databases will help you to identify a pool of qualified prospective students. The databases will help programs to go above and beyond what our competitors are doing to attract students and will help programs to stay consistent with national efforts to increase the enrollment of traditionally underrepresented students in graduate education. You are encouraged to connect with prospective students to introduce them to your program and to answer any questions they may have. Our research shows that faculty should not underestimate their role in the recruitment process; faculty contact is one of the highest rated factors students of color cite when revealing why they selected a graduate program.

NATIONAL NAME EXCHANGE

The National Name Exchange (NNE) is a consortium of fifty-five nationally-known universities that annually collect and exchange the names of their talented but underrepresented students who are in their sophomore, junior or senior year of their undergraduate education. The NNE students self identified by completing the NNE on-line request form to receive program information. The purpose of the Exchange is to ensure that participating universities continue to identify qualified students who could be recruited to the graduate programs at these institutions. The NNE universities conduct other activities consistent with the national efforts to increase the enrollment of traditionally underrepresented peoples in graduate education.

The total number of prospective undergraduate students for Fall 2011 has risen to 6117; 259 of which are University of Minnesota undergraduates. Many are seniors looking to start their graduate studies in Fall 2012. Programs can download in Excel format each student's contact information (including major, GPA, undergraduate institution, ethnicity, etc.). You can generate mailing labels, correspondence, rosters, etc. in whatever format you see fit. If your program would like obtain access to the NNE please contact Derek Maness (dmaness@umn.edu; 612-625-6858)

AND PROFESSIONAL STUDENTS

PROSPECTIVE STUDENT APPLICATION (COMING SOON)

We recently launched a new Request for Information Form to better serve our prospective students and to comply with the recent recommendations made by the Provost's graduate education restructuring working group. The purpose of this page is to enhance the visibility of your graduate program by actively welcoming prospective students, linking them to your program, and sending general follow up emails with application information.

This is a first step, as we hope to roll out more sophisticated recruitment tools for you in the future. To learn more about the Request for Information page, visit: diversity.umn.edu/gradeducation. Once testing has been completed on the system, programs will be able to use the system to do more than the existing Prospect Module can offer. The new software will keep track of the contacts by recording communications between prospects and the University sent via the system. Programs will be able to develop communication plans that send customized emails to prospective students outcomes of recruiting methods in terms of the number of prospects who apply, those who are invited to campus interviews, the number admitted and the number who enroll.

McNAIR SCHOLAR PROGRAM NATIONAL DIRECTORY coenet.us

The McNair Scholar National Directory is a compilation of information about graduating seniors, including their addresses, majors, and areas of interest for graduate study. The database is available online at www.coenet.us. For more information about McNair Scholars please refer to the McNair Scholars Brochure: "Enhancing Diversity in Graduate Student Recruitment" (pdf).

GEM FELLOWSHIP DIRECTORY (NEW)

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, Native Americans, and Hispanic Americans) at the master's and doctoral levels in engineering and science. Please contact Patricia Jones Whyte or Derek Maness in the ODGE Office for information on the GEM Consortium Online Portal.

RECRUITMENT RESOURCES AND EVENTS

The ODGE is glad to help you with your prospective students. Our office provides consultation to assist prospective graduate students (U.S. citizens and permanent residents) with the admission process and on financing graduate school. We provide students with information on how to map out plans to realize their educational goals, to take advantage of local and national resources, and to finance graduate studies. The ODGE staff is available to assist graduate programs with recruitment of prospective students whom programs invite for campus visits and orientations. We have found that it is important for under-represented students to know that there are supportive communities on and off campus.

- U of Minnesota Graduate and Professional Schools Recruitment Council
- Recruitment Schedule (Graduate Fairs, Conferences and Symposia)
- Twin Cities Guide to Multicultural Services and Resources
- Graduate Student Organizations and Support Programs
- FAQ for Prospective Graduate Students
- Campus Wide Summer Research Symposium (held in August)

RECRUITMENT MATERIALS (PDF FILES)

Please refer to the website for a list of recruitment materials, including the Graduate School Fact Sheet, the ODGE Brochure, Undergraduate Summer Research Flyer, etc.

NATIONAL ORGANIZATION

National Association for Graduate and Admission Professionals (NAGAP)

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Office for **Equity** and **Diversity**
UNIVERSITY OF MINNESOTA

The University of Minnesota shall provide equal access to and opportunity in its programs, facilities, and employment without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression.

This publication is available in alternative formats upon request. Direct requests to the Office for Equity and Diversity at oed@umn.edu or 612-624-0594.

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