New Hampshire is becoming more racially and ethnically diverse, with higher concentrations of diversity in our youth population. Our colleges and universities must prepare for these changes: In the 2011 academic year, 10.9% of K-12 students statewide were racial or ethnic minorities, with Manchester’s minority student population at 32.1% and Nashua’s at 31.3%. While the state ranks 8th in the nation for adults age 25 and over who have a Bachelor’s degree or more, in 2010 only 8.2% of the state’s college population in 2010 was from a minority background. Without strategies to increase the recruitment and retention of diverse students, minorities will quickly become increasingly underrepresented in higher education. Education reduces poverty and fosters prosperity. New Hampshire’s future depends on how educated our entire population is, and empirical evidence now demonstrates the educational benefits of diverse learning environments.

In recent years, New Hampshire’s institutions of higher learning partnered in the Enhancing Inclusive Excellence in New Hampshire Higher Education Learning Communities initiative to foster diversity, equity, and civic preparedness. The “Inclusive Excellence” initiative focuses on preparing New Hampshire’s students to meet society’s needs in the face of changing demographics, spearheaded by statewide higher education associations, Campus Compact for New Hampshire (CCNH), the New Hampshire College & University Council (NHCUC), and the University of New Hampshire (UNH). While the value of diversity is now increasingly recognized, assuring the success of diverse students requires purposeful policies and practices.

This issue brief outlines strategies to aid New Hampshire higher learning administrators to attract, retain, and support diverse students to graduate and succeed. Strategies are organized into 10 key areas: 1) Pre-College Recruitment; 2) College Recruitment; 3) Retention/Persistence; 4) Faculty Development; 5) Academic Achievement; 6) Campus Climate; 7) Diversity Cognizance; 8) Residential Life; 9) Career and Workforce Development; and 10) Financial Aid. The table on page 2 summarizes the key areas and accompanying strategies. The full document includes descriptions of the strategies, barriers addressed by each of the strategies, and citations to the appropriate reference. Implementing such strategies will result in benefits to New Hampshire residents, academic institutions, and the state’s workforce as more students have the opportunity to achieve their full potential and contribute to society.
# Strategies for Recruiting and Retaining Diverse Students: A Guide for Administrators in Higher Education

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3. Implement academic preparation programs  
4. Advise students on high school course selection |
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4. Examine courses of study that historically exclude minority students  
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6. Offer study skills seminars to support students from underrepresented groups  
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3. Create service learning opportunities for students from underrepresented groups  
4. Publicize the institution's commitment to strategic diversity planning  
5. Create organizational accountability to strategic diversity goals  
6. Hire and maintain proportional representation of minority faculty, staff, and leadership  
7. Identify and publicize the benefits of diversity for the institution  
8. Develop a diversity plan  
9. Create systems of accountability related to strategic diversity efforts  
10. Develop and maintain advisory structures on issues of diversity |
| **7. Diversity Cognizance**    | 1. Provide multi-cultural coursework  
2. Provide cross-cultural interaction opportunities |
| **8. Residential Life**        | 1. Encourage Greek life to delay “rush” periods beyond first semester  
2. Integrate social activities for residential and commuting students  
3. Offer special living and learning options for students from underrepresented groups  
4. Integrate student organizations |
| **9. Career and Workforce Development** | 1. Facilitate pre-professional seminars for students from underrepresented groups  
2. Hire diverse career counseling staff to develop culturally-appropriate programming  
3. Establish articulation agreements and career ladders  
4. Offer professional development  
5. Provide undergraduate research opportunities |
| **10. Financial Aid**          | 1. Offer financial aid to attract students from underrepresented groups  
2. Provide continued financial aid  
3. Encourage academic advancement with continued financial aid/work-study |
Area 1: Pre-College Recruitment

1. Support early intervention programs
   Description
   Reach out to students in middle and secondary school. Support and strengthen the education of minority students at K-12 levels.
   Barrier Addressed
   Academic Under-Preparedness.3, 4

2. Provide counseling or training focused on empowerment and self-efficacy
   Description
   As a strategy for high school students, self-efficacy is mediated by a person's beliefs or expectations about his/her capacity to accomplish certain tasks successfully or demonstrate certain behaviors.
   Barrier Addressed
   Discrimination, Academic Under-Preparedness and placement in general tracks that do not foster self-efficacy.3

3. Implement academic preparation programs
   Description
   Prepare students academically early on (high school) to succeed at the college level.
   Barrier Addressed
   Academic Under-Preparedness.3, 4

4. Advise students on high school course selection
   Description
   Strategic course selection at the high school level can encourage students to pursue higher education in certain areas and prepares them academically for success. Individual counseling in this area can encourage students to register for courses beyond general tracks.
   Barrier Addressed
   Discrimination, Academic Under-Preparedness and placement in general tracks that do not foster self-efficacy.4

Area 2: College Recruitment

1. Encourage high school navigation assistance
   Description
   Increase students’ awareness of the mechanics of preparing for, and applying for college early on (high school).
   Barrier Addressed
   Lack of knowledge of steps needed to get into college, no precedent of college in family.3

2. Build strategic partnerships
   Description
   School-college partnerships, including those with community-based organizations can work together to prepare students for college and increase awareness of health professions as potential careers.
   Barrier Addressed
   Silos in education/workforce systems, lack of awareness of professional opportunities.4

3. Increase visibility of college and career opportunities
   Description
   Advertise in minority-oriented media, disseminate materials widely and in many languages.
   Barrier Addressed
   Lack of knowledge of opportunities.3
4. Translate brochures and informational materials

**Description**
Offer information in top languages in region and in languages of target communities.

**Barrier Addressed**
Marketing materials, including employment notices offered in a range of languages will increase visibility of your organization in diverse communities. By involving community members in this process, you can ensure that you are providing culturally relevant messages and information.\(^{3, 23, 24}\)

5. Create appropriate marketing materials

**Description**
Depict minority individuals as successful graduates and professionals in marketing materials.

**Barrier Addressed**
Not being able to visualize success due to a lack of role models.\(^{3, 24}\)

6. Utilize alternative assessment and admission criteria

**Description**
Use non-cognitive variables (learned outside the traditional academic setting) such as positive self-concept, realistic self-appraisal, ability to deal with racism, leadership experience, community service, etc. to evaluate minority students' ability to succeed in college.

**Barrier Addressed**
Traditional admissions tests that measure cognitive variables are inadequate indicators of minority student performance.\(^{3, 4}\)

7. Encourage pre-college orientation programs or bridge programs

**Description**
Offer students an orientation to the college experience prior to their application (early high school).

**Barrier Addressed**
Seeing limited options for future, no precedent of college in family.\(^{3, 4}\)

8. Employ targeted, innovative recruitment from non-traditional sources

**Description**
Use minority, community, professional and social groups or organizations, churches and other religious groups, minority fraternities and sororities, minority alumni, minority mailing lists, paraprofessional pools, and potential transfer students from community, junior and technical colleges.

**Barrier Addressed**
Recruitment strategies that work for white students do not always reach minorities.\(^4\)

9. Support early intervention and pipeline programs

**Description**
Partner with early intervention and pipeline programs that target students in middle and secondary school. Support and strengthen the education of diverse K-12 students and increase their knowledge of healthcare at an early age. Support post-secondary programs that guide students to academic excellence and provide pre-professional exposure to health professions.

**Barrier Addressed**
These programs boost the number of racial and ethnic minorities entering the pipeline of well-educated future healthcare workers. At present, racial and ethnic minorities on average receive lower quality education, score lower on tests, and are less likely to graduate from High School.\(^{1, 4}\)

10. Make Equal Employment Opportunity (EEO) policies and commitment to diversity explicit

**Description**
Include EEO language in application materials and discuss the school's commitment to developing a diverse student body with all applicants, as part of the standard interview process.

**Barrier Addressed**
When you make an explicit commitment in writing, you demonstrate that workforce diversity is a priority for your organization, which fosters an inclusive environment.\(^7, 8\)
11. **Extend on-campus orientations**  
**Description**  
Ease adjustment to college, offer orientations to resources on campus, create teams, and encourage collaborative and problem-based learning.  
**Barrier Addressed**  
High dropout rate among minority students.², 3, 4, 5

### Area 3: Retention / Persistence

1. **Offer mentoring programs for students from underrepresented groups**  
**Description**  
Strong faculty-student relationships and mentoring programs increase retention and graduation.  
**Barrier Addressed**  
Social isolation, hostile environment.², 3, 4, 5

2. **Execute articulation agreements to guarantee credit transfer**  
**Description**  
Establish articulation agreements between 2-year colleges, paraprofessional associations, corporations, and 4-year universities.  
**Barrier Addressed**  
Minorities have historically been overrepresented in 2-yr schools and paraprofessional jobs compared to 4-yr universities and professional occupations. New agreements are required to encourage academic advancement.³

3. **Offer counseling to foster student self-efficacy**  
**Description**  
Counseling opportunities can foster self-efficacy, which is mediated by a person's beliefs or expectations about his/her capacity to accomplish certain tasks successfully or demonstrate certain behaviors.  
**Barrier Addressed**  
Due to conscious or subconscious prejudice, some individuals may think minority professionals are less capable. Discrimination can cause internalized self-doubt, powerlessness, or self-Invalidation. Increased self-efficacy contributes to greater teamwork and collective potential.¹⁰, ²⁴

4. **Offer culturally-appropriate mentorship**  
**Description**  
Identify supervisors or mentors committed to working with minority professionals to maintain strong relationships, listen to challenges, problem-solve, and foster career advancement.  
**Barrier Addressed**  
Racially hostile or unsupportive work environments will cause diverse employees to seek out support elsewhere. Identifying a positive supervisor or mentor within the organization strengthens relationships at work and encourages continuous development of your workforce.²⁴, ²⁵

5. **Encourage social support networks**  
**Description**  
Provide social and cultural activities and organizations that reduce social isolation, encourage peer groups and peer support, promote social integration, promote self-pride and confidence, and encourage networks.  
**Barrier Addressed**  
Social isolation, hostile environment, lack of diversity on campus compared to home community, culture shock.³, ⁴
Area 4: Faculty Development

1. Transform Curriculum
   Description
   Curriculum transformation expands the traditional framework to include other voices that have been silenced and marginalized in scholarship and theory as well as pedagogies, activities and questions that are used to help students understand and investigate assumptions, perspectives, and biases that influence the way in which knowledge is constructed.
   Barrier Addressed
   Who faculty is and what they choose to incorporate into curriculum plays an important role in the knowledge that gets conveyed. Faculty with a monocultural life experience risk conveying limited worldview in curriculum offerings.\(^{31, 32, 33, 34}\)

2. Foster classroom diversity
   Description
   An important form of diversity experience includes learning about diverse people (content knowledge) and gaining experience with diverse peers in the classroom, or classroom diversity.
   Barrier Addressed
   Multi-cultural events on campus are important but are insufficient for transforming college campuses for a sustained, systematic and inclusive learning experience that prepares students for responsible and rewarding citizenship in multi-cultural society.\(^28\)

3. Ensure multicultural pedagogy
   Description
   Offering multicultural educational opportunities to current faculty and as a pre-service to teaching enhances the likelihood of raising diversity consciousness and life experience.
   Barrier Addressed
   Traditional schooling has not prepared faculty to respond to diversity challenges in higher education.\(^{34, 35, 36}\)

4. Integrate multicultural content into courses
   Description
   A deliberate effort to integrate content about diverse groups throughout a course.
   Barrier Addressed
   Balances monocultural content to include other worldviews and content from underrepresented groups in scholarship and theory.\(^{32, 34}\)

5. Select diverse course materials
   Description
   Knowledge is a social construction and leads educators and students to conduct critical thinking about issues from multiple perspectives. Most importantly is the discussion of biases omissions or distortions. Uses texts and materials that provide divergent perspectives.
   Barrier Addressed
   Balances monocultural perspective to include other worldviews and content underrepresented in scholarship and theory.\(^3\)

6. Provide comparative culture coursework
   Description
   Paradigms, theories, and concepts are studied to explore the beliefs, values, and biases cue to cultural socializations and social positions.
   Barrier Addressed
   Balances monocultural perspective to include other worldviews and content underrepresented in scholarship and theory.\(^{32}\)
7. Employ a pedagogy that is open to diverse students

Description
Teaching strategies, methods of delivering knowledge, interaction styles, communication and assessment activities employed in the process of teaching and learning.

Barrier Addressed
Personal learning styles present barriers to knowledge attainment if instructional techniques are inflexible.\(^3\)

Area 5: Academic Achievement

1. Recruit and retain a more diverse faculty

Description
Entrenched academic culture questions the place of faculty of color in the academy, devalues their scholarly work, and sets up structural barriers to tenure and promotion.

Barrier Addressed
Studies have shown that minority students are attracted and identify with diverse faculty bodies.\(^3\)

2. Promote diverse, inclusive pedagogy

Description
Use of a wide range of instructional techniques that support learning for all students taking into consideration culture and learning styles.

Barrier Addressed
Instructional needs to mesh with students’ culture and learning style.\(^4\)

3. Provide education for faculty about diversity, power, and privilege

Description
Provide ongoing, mandatory education to faculty encouraging them to better understand the effects of power and privilege in context of primarily white institutions (PWIs) of higher education. Faculty should be able to incorporate new pedagogical strategies and techniques based on these modules.

Barrier Addressed
Discrimination or ignorance of faculty.\(^4\)

4. Examine courses of study that historically exclude minority students

Description
Review and revise current practices that exclude students from certain courses of study upon entrance in college (Ex: "gatekeeper" courses that are extremely competitive and selective).

Barrier Addressed
Exclusivity of certain courses of study, institutional racism.\(^4\)

5. Incorporate diversity / inclusiveness indicators in educational quality standards

Description
Integrate and link diversity initiatives with the concept of quality education rather than addressing these issues separately (inclusive excellence).

Barrier Addressed
 Increases the incentive and commitment to further study.\(^2\)

6. Offer study skills seminars to support students from underrepresented groups

Description
Assist students in identifying skills they will need to develop in order to succeed. These study skills seminars should be introduced in initial orientations to the university/college and specific academic schools and departments.

Barrier Addressed
High dropout rate among minority students.\(^2\)
7. Create learning communities targeted at students from underrepresented groups

**Description**
Intentionally link courses for students, weed out courses with high failure rates, encourage faculty to integrate their curriculum within the learning community.

**Barrier Addressed**
High drop-out rate among minority students - lack of social capital.²

8. Create tutoring programs geared toward students from underrepresented groups

**Description**
Individualized academic tutoring that is easily available and affordable can increase retention.

**Barrier Addressed**
Social isolation, academic under-preparedness.⁴

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**Area 6: Campus Climate**

1. Collect demographic information about student, faculty, and staff populations

**Description**
Collect data about the current and projected demographics of the community you serve, and identify trends to plan for the future.

**Barrier Addressed**
The United States is becoming increasingly diverse, and minorities are underrepresented in many health professions. A workforce reflective of the patient population reduces health disparities.¹³, ²¹, ²², ²³, ²⁴, ²⁵

2. Conduct needs assessment and/or analyze current situation

**Description**
Assess the status and effectiveness of current strategies for inclusion.

**Barrier Addressed**
Racially hostile or unsupportive climate.⁴

3. Create service-learning opportunities for students from underrepresented groups

**Description**
Provide supervised experiential education opportunities with opportunities for structured reflection. Has shown to positively impact academic and civic outcomes.

**Barrier Addressed**
Lack of guidance on next steps.²

4. Publicize the institution’s commitment to strategic diversity planning

**Description**
Make all members of the college/university community equally aware of the institution’s strategic diversity planning efforts.

**Barrier Addressed**
Leadership must intentionally create equitable systems and transparent policies so that unequal opportunities for advancement do not persist.¹⁶, ¹⁷

5. Create organizational accountability to strategic diversity goals

**Description**
A system that monitors, and includes rewards and penalties for, the extent to which departments/divisions have implemented best practices

**Barrier Addressed**
Commitment at some levels but no follow-through on behalf of organization.¹, ², ⁴
6. Hire and maintain proportional representation of minority faculty, staff, and leadership

**Description**  
Employment of proportionate number of minorities across all levels of organization. Presence of minorities in leadership positions to serve as role models.

**Barrier Addressed**  
Lack of contact with positive role models.¹, ², ³, ⁴

7. Identify and publicize the benefits of diversity for the institution

**Description**  
Frame diversity as an asset rather than a burden to your institution and teach people about the benefits to the college or university.

**Barrier Addressed**  
A diverse student body results in improved access to care, patient satisfaction, patient-provider communication, and competition.⁶, ¹⁰, ²¹

8. Develop a diversity plan

**Description**  
Based on the results of the diversity needs assessment, create a Diversity Plan addressing goals, policies, practices, strategies, management accountability and oversight, expected outcomes, and evaluation. Link diversity to your organization's mission; incorporate it into your overall strategic plan.

**Barrier Addressed**  
A Diversity Plan acts as a roadmap for organizations to actively improve policies and practices regarding diversity, and outlines the steps your organization is taking to comply with federal mandates and guidelines. A systems change approach (rather than an isolated diversity program) is necessary to dismantle racism and discrimination present in policies, procedures and practices.⁸, ¹⁵, ²³

9. Create systems of accountability related to strategic diversity efforts

**Description**  
Create a system that includes ongoing monitoring or auditing, and assigns rewards and penalties based on the extent to which departments/divisions have implemented best practices.

**Rationale**  
Commitment to change requires consistent implementation throughout the different and departments/divisions. Rewards and penalties can motivate members of your organization to comply with internal changes.⁴, ⁵, ⁸, ¹⁵, ¹⁸

10. Develop and maintain advisory structures on issues of diversity

**Rationale**  
Establishment of a diversity committee and/or staff member to implement strategy. Commitment of resources and buy-in towards goals.

**Barrier Addressed**  
Racially hostile or unsupportive climate.¹

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## Area 7: Diversity Cognizance

1. Provide multi-cultural coursework

**Description**  
College-aged minorities often feel a responsibility to teach their White counterparts about racial inequality and the burdens society places on minorities.

**Barrier Addressed**  
Native English speakers and able-bodied students should have the opportunity to engage diversity through coursework and structured discussion led by professors, rather than placing the burden of education on those minorities themselves. Classroom education presents an environment where students' preconceived notions can be disrupted while maintaining the abstract focus on a lesson plan, rather than opening the door to personal attacks on beliefs.²⁷
2. Provide cross-cultural interaction opportunities

Description
Many whites students become aware of their racial identity through initial interactions with people of color, leading to understanding not only the realities of minorities but their own racial backgrounds as well.

Barrier Addressed
White students who have no opportunity to interact with people of color may have no sense of how racial distinction changes people’s daily lives. Likewise, many students have few opportunities to develop prolonged relationships with people of color, prior to enrolling in college.

Area 8: Residential Life

1. Encourage Greek life to delay "rush" periods beyond first semester

Description
Historically white Greek fraternities and sororities create homogenous environments for social interaction and living facilities. Moreover, students are "rushed" earlier in their academic careers, often reducing the likelihood that those Greek students will interact with students with diverse cultural backgrounds.

Barrier Addressed
Homogeneous residential life.

2. Integrate social activities for residential and commuting students

Description
Rather than commuter-specific student lounges, labs, or activity centers, institutions should reform residential programs to allow for participation of commuters. Discounted meal plans could be offered to commuters to encourage them to eat their meals in a residential dining facilities; a portion of commuters’ student activities fees could be directed toward residential programming so that all events are open to commuters as well as residents.

Barrier Addressed
Segregating residential and commuting students.

3. Offer special living and learning options for students from underrepresented groups

Description
Having roommates and floor-mates of similar cultural, ethnic, and/or economic backgrounds and academic excellence can dramatically improve students’ social integration and academic performance. Despite the special living option, minority students’ housing should not be segregated from other student housing buildings.

Barrier Addressed
Social/cultural isolation, residential comfort, peer support, cross-cultural residential conflicts.

4. Integrate student organizations

Rationale
Student organizations can encourage a handful of similarly-minded students to spend vast amounts of time together, creating the same situations found in sororities and fraternities. Administrators should encourage the development of these organizations while establishing norms for cross-culture cooperation and learning. Activity funds can be earmarked for collaborative events or projects undertaken by organizations partnering with ethnic student organizations.

Rationale
Cultural, social segregation / self-segregation; Perceived or confirmed lack of acceptance.

Area 9: Career and Workforce Development

1. Facilitate pre-professional seminars for students from underrepresented groups

Description
Offer content specific seminars that link academic work to future professions to encourage motivation and assist students in identifying the courses they will need to take to succeed in that field.

Barrier Addressed
High dropout rate among minority students.
2. Hire diverse career counseling staff to develop culturally appropriate programming

Description
Provide advisors committed to working with minority students who follow up and maintain strong relationships throughout educational experience, encourage students to link current study to career goals.

Barrier Addressed
Minorities nervous to seek out support, Racially hostile or unsupportive school/work environments.

3. Establish articulation agreements and career ladders

Description
Establish articulation agreements between 2-yr colleges, paraprofessional associations, business associations, employers, and 4-yr universities to clarify opportunities for advancement.

Barrier Addressed
Minorities have historically been overrepresented in 2-yr schools and paraprofessional jobs compared to 4-yr universities and professional occupations. New agreements are required to encourage advancement and establish career ladders.

4. Offer professional development

Description
Provide ongoing, mandatory professional development to staff. Staff is more likely to implement new diversity strategies if offered ongoing support.

Barrier Addressed
Discriminatory systems take time to change.

5. Provide undergraduate research opportunities

Description
Provide research opportunities for undergraduates with faculty mentoring. Encourage real life applications. Contributes to the number of students who pursue graduate studies.

Barrier Addressed
No connection between study and real world applications.

Area 10: Financial Aid

1. Offer financial aid to attract students from underrepresented groups

Description
Provide grants, scholarships, and loans. Loans are sometimes a deterrent for minority students who do not want to incur large debts.

Barrier Addressed
Financial difficulties of minority students.

2. Provide continued financial aid

Description
Continued financial aid throughout educational program, including work-study, allows students to focus on their education and reduce financial stress.

Barrier Addressed
Need for students to work while in school.

3. Encourage academic advancement with continued financial aid / work-study

Description
Continued financial aid for higher levels of education and training, including work-study, allows students to focus on advancing their career while reducing financial stress.

Barrier Addressed
Many workers aspire to advance, but few can afford to study full-time without working. You can support career advancement and retain workers by offering tuition reimbursement or work-study.
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