

PANEL SESSION I: DIVERSITY

Presentations:

- Diana Dalbotten, “Using Webcaspar to Find the Proverbial Needle in a Haystack”
- Cinda-Sue Davis, “STEM Entry Point Camp for Deaf and Hard-of-Hearing Girls”
- Anne Donnelly, “Tips for Partnering with Your Local NSF LSAMP and AGEP Programs”
- Lorelle Meadows, “Recruiting (Faculty and Staff) for Diversity and Excellence”

Q&A:

•**Q:** Looking at the AGEP map, almost a quarter of the surface area of the map has no dots, indicating a smaller percentage of minority concentration in that area. But now there is a substantial Hispanic population in upper NW. What can we do, given the fact that there is little budget to create new AGEPS?

•**A:** Make a good case for joining an existing AGEP as a partner. The partnerships don't have to be local. You could try to get a supplement to an existing AGEP.

Comment: Several NSF program directors have indicated that they are willing to “bend over backwards” to work with centers who want to partner with an AGEP without additional funds.

•**Q:** How do we work with AGEPS on faculty hires?

•**A:** There is a network where you can list jobs. There is a searchable database of all minority students interested in becoming faculty—the SREB website.

•**Note:** Find a way to list AGEP “worker bees” on Neo-Sphere.

Table Discussion Reports:

- **Programs for Students with Disabilities**

- provide universal access to resources
- recognize different needs or backgrounds
- try to increase capacity and increase the number of students in the pipeline
- think about ways to modify programs
- tap into experts at your institutionh (e., education dept, equal opportunity office, disability office
- partner with and talk to different groups and institutions that serve the specific population
- provide role models

- Programs for Students with Disabilities (cont'd)

- like idea of starting with small, short, tangible project with limited number of students to get your feet wet

- start asking folks where you work if they have “hidden” disabilities; some groups have adapted well, but might need help

Note: two useful websites are AHEAD.org (Assoc. on Higher Education and Disabilities) and Wright.edu (Wright State University, look for Michele Wheatley)

- Retention Issues

- discussed how to help students who are miserable—not many others like them at your institution, etc.

- it is more important that a mentor really care than that he or she be from the same ethnic group

- sometimes mentoring can be done from a distance

- form peer groups of students who are going through similar experiences and can support each other

- students need broad range of sources of advice

- Best Practices/Problems of Working with LSAMPS and AGEPS

- some LSAMPS and AGEPS seem to prefer to send their students to their own institutions and shut others out

- Best Practices/Problems of Working with LSAMPS and AGEPS (cont'd)

- some LSAMPS and AGEPS seem to prefer to send their students to their own institutions and shut others out (try another one)
- there is strong competition for graduate students, so try recruiting undergrads for REUs, etc., and draw from that group for graduate students
- attend LSAMP and AGEP meetings
- get to know the LSAMP and AGEP reps
- question about asking about ethnicity on applications—you can do this, but it must be optional info and cannot be used as a criteria for acceptance

- Hiring Faculty from Underrepresented Groups

- this is the culmination of the pipeline—just a trickle
- advertise and recruit within particular listserves, professional organizations, etc.
- recruit from subgroups within organizations
- don't overburden the one minority faculty recruiting others
- develop a wide literacy around diversity
- relational recruiting works well

- Hiring Faculty from Underrepresented Groups (cont'd)

- build relationships with diversity officers and administrators at a variety of institutions
- participate in strengthening the pipeline with post docs
- talk with faculty in different disciplines from the one in which you're recruiting; they may know good candidates
- as current faculty can't be fired, sometimes you need to find funds to hire additional faculty to meet diversity goals
- students in some disciplines (e.g., structural engineering) make good salaries with bachelor degrees, so they do not pursue Ph.D.s, creating a smaller pool of faculty candidates
- hire a diversity coordinator on campus
- create longer term relationships with students reached in EO efforts—don't drop contact with them at the end of the grant
- make students feel part of a broader community; build a community