UNDERREPRESENTED STUDENT SUBCOMMITTEE

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For the purposes of this subcommittee, underrepresented students are defined as belonging to one (or more) of the following groups:

- (Domestic) Minority students
- International students
- Students with disabilities
OBJECTIVE 1

- Improve & expand transition/entry services for underrepresented groups.
  - What are the major transition issues for (minority/international/students with disabilities) currently?
  - What are key strategies to address/resolve/improve the transition/entry process of (minority/international/students with disabilities) students?
OBJECTIVE 2

- Identify measurable actions to improve the retention and graduation of underrepresented groups.
  - What are the major challenges that (minority/international/students with disabilities) face that impact their persistence?
  - What measurable actions can be done to address these challenges?
OBJECTIVE 1: RECOMMENDATIONS MINORITY STUDENTS

- Continue to work towards a more representational staff and faculty that will serve the growing underrepresented student population while educating current faculty and staff on the evolving state of underrepresented student populations.

- Develop more intentional programs and services during the yield/transition phase of entry into IUPUI that are centered on the heterogeneity of the entering underrepresented student population.
OBJECTIVE 1: RECOMMENDATIONS
INTERNATIONAL STUDENTS

- Expand transition support services for international students that support campus engagement (e.g. International Peer Mentoring Program, Summer Bridge capacity, etc.)

- Establish Indianapolis host family program to support ongoing engagement of international students with the local community.
OBJECTIVE 1: RECOMMENDATIONS
STUDENTS WITH DISABILITIES

- Provide education and training so that students have a better understanding of the differences between the accommodation services provided by the Individuals with Disabilities Education Act (IDEA) in high school and the American Disabilities Act (ADA) in college.

- Increase awareness for faculty, staff and students of what ADA is and how to proactively provide accommodation services to students in need.
Expand/broaden support programs and services that specifically address underrepresented student needs throughout their undergraduate experience.

Develop a centralized checkpoint system for upper-level underrepresented students that encourage completion.
OBJECTIVE 2: RECOMMENDATIONS
INTERNATIONAL STUDENTS

- Increase academic advising resources available for targeted support of international students at key points: New international student orientation, Summer Bridge program, use of FLAG for targeted interventions developed collaboratively between academic programs and OIA.

- Establish financial literacy education and access to financial resources that are relevant to international students: emergency grants, student loan opportunities that do not require a US co-signer, scholarships for continuing students based on financial need, etc. Expand availability of on-campus employment opportunities not restricted to work-study.
OBJECTIVE 2: RECOMMENDATIONS

STUDENTS WITH DISABILITIES

- Discover means to provide equally current accommodations to be in tandem with the advancing technologies used by the University (i.e. How to accommodate a deaf student who wishes to take online classes but there is no closed captioning provided.)

- Use data available to better determine the number of students with specific types of disabilities in order to provide proactive accommodations.
Expand and develop transition support services for underrepresented student populations (minority students, international students, and students with disabilities) that support campus engagement. Services should include intentional programming, Indianapolis host family program development, and American Disabilities Act (ADA) education and training for students.