

# PA 6: Support for Underrepresented Groups

3 points available

## A. Credit Rationale

This credit recognizes institutions that have programs in place to support underrepresented groups and foster a more diverse and inclusive campus community. Certain challenges accompany being a minority on campus. Schools can help create and maintain a diverse student body and help build diversity within academic disciplines and across higher education broadly by offering support programs to help individuals in underrepresented groups thrive academically and socially.

## B. Criteria

Institution has one or more of the following policies, programs or initiatives to support underrepresented groups and foster a more diverse and inclusive campus community:

- 1) A publicly posted non-discrimination statement.
- 2) A [discrimination response](#) protocol or committee (sometimes called a bias response team) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime.
- 3) Programs specifically designed to recruit students, staff and/or faculty from [underrepresented groups](#).
- 4) Mentoring, counseling, peer support, academic support, or other programs to support students, staff and/or faculty from underrepresented groups.
- 5) Programs that specifically aim to support and prepare students from underrepresented groups for careers as faculty members (sometimes known as [pipeline programs](#)). Such programs could take any of the following forms:
  - Teaching fellowships or other programs to support [terminal degree](#) students from underrepresented groups in gaining teaching experience. (The terminal degree students may be enrolled at another institution.)
  - Financial and/or other support programs to prepare and encourage undergraduate or other non-terminal degree students from underrepresented groups to pursue further education and careers as faculty members.
  - Financial, and/or other support programs for doctoral and postdoctoral students from underrepresented groups.

## C. Applicability

This credit applies to all institutions.

## D. Scoring

Institutions earn the maximum of 3 points available for this credit for having all of the policies, programs and/or initiatives outlined above. Partial points are available as follows:

Criteria	Points available	Points earned
1) A publicly posted non-discrimination statement.	0.25	
2) A discrimination response protocol or committee.	0.75	
3) Programs specifically designed to recruit students, staff and/or faculty from underrepresented groups.	Students: 0.083 points Staff: 0.083 points Faculty: 0.083 points	
4) Mentoring, counseling, peer support, academic support, or other programs to support students, staff and/or faculty from underrepresented groups.	Students: 0.25 points Staff: 0.25 points Faculty: 0.25 points	
5) Programs that specifically aim to support and prepare students from underrepresented groups for careers as faculty members.	1	
<b>Total points earned →</b>		

## E. Reporting Fields

### Required

- ☐ Does the institution have a publicly posted non-discrimination statement?  
*If yes, provide:*
  - ☐ The non-discrimination statement, including the website URL where the statement is publicly accessible
- ☐ Does the institution have a discrimination response protocol or committee (sometimes called a bias response team) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime?  
*If yes, provide:*
  - ☐ A brief description of the institution's discrimination response protocol or team (including examples of actions taken during the previous three years)
- ☐ Does the institution have programs specifically designed to recruit students from underrepresented groups?
- ☐ Does the institution have programs specifically designed to recruit staff from underrepresented groups?

- ☐ Does the institution have programs specifically designed to recruit faculty from underrepresented groups?  
*If yes to any of the above, provide:*
  - A brief description of the institution's programs to recruit students, staff and/or faculty from underrepresented groups
- ☐ Does the institution have mentoring, counseling, peer support, academic support, or other programs to support students from underrepresented groups on campus?
- ☐ Does the institution have mentoring, counseling, peer support or other programs to support staff from underrepresented groups on campus?
- ☐ Does the institution have mentoring, counseling, peer support or other programs to support faculty from underrepresented groups on campus?  
*If yes to any of the above, provide:*
  - A brief description of the institution's programs to support students, staff and/or faculty from underrepresented groups
- ☐ Does the institution have training and development programs, teaching fellowships and/or other programs that specifically aim to support and prepare students from underrepresented groups for careers as faculty members (sometimes known as pipeline programs)?  
*If yes, provide:*
  - A brief description of the institution's programs to support and prepare students from underrepresented groups for careers as faculty members

#### Optional

- ☐ Does the institution produce a publicly accessible inventory of gender-neutral bathrooms on campus?
- ☐ Does the institution offer housing options to accommodate the special needs of transgender and transitioning students?
- ☐ The website URL where information about the programs or initiatives is available
- ☐ Additional documentation to support the submission (upload)
- ☐ Data source(s) and notes about the submission
- ☐ Contact information for a responsible party (a staff member, faculty member, or administrator who can respond to questions regarding the data once it is submitted and available to the public)

## F. Measurement

### Timeframe

Report on current program offerings and status at the time of submission.

### Sampling and Data Standards

Not applicable

## G. Standards and Terms

### Discrimination response

Discrimination response (sometimes called bias response or anti-discrimination response) is the coordinated response to incidents and crimes that are motivated by discrimination or bias. The primary goals of anti-discrimination response are to (1) document the occurrence of discriminatory acts or bias incidents, (2) provide support those who have experienced or witnessed an act of discrimination or bias, and (3) develop programs to help to prevent or eliminate discrimination and bias activity.

Bias incidents are defined as incidents of verbal or nonverbal conduct or behavior that are threatening, harassing, intimidating, discriminatory, or hostile and are motivated, in whole or in part, by bias (including, but not limited to, bias based on race, religion, sexual orientation, ethnicity, national origin, ancestry, gender, gender identity, age, language, socioeconomic status or disability). Acts of discrimination are adverse actions that are motivated by bias and taken against protected individuals or groups or in retaliation for protected activity. Hate crimes are criminal offenses that are motivated, in whole or in part, by bias. Thus, all acts of discrimination and hate crimes are bias incidents, but not all bias incidents are acts of discrimination or hate crimes.

### **Pipeline programs**

Pipeline programs are programs that specifically aim to support and prepare students from underrepresented groups for academic careers. Examples in a North American context include:

- [Consortium for Faculty Diversity at Liberal Arts Colleges](#)
- [The PhD project](#)
- [The CUNY Pipeline Program](#)
- [Mellon Mays Undergraduate Fellowship program](#)
- [Ronald E. McNair Post-baccalaureate Achievement Program](#)

### **Terminal degree**

A terminal degree is the highest academic degree in a given field of study, which in many cases is an earned academic or research doctorate.

### **Underrepresented groups**

Consistent with the [University of California, Berkeley](#), underrepresented groups are groups who have been denied access and/or suffered past institutional discrimination and/or have been marginalized and are currently underrepresented. These groups may include, but are not limited to, racial, ethnic and immigrant populations; people with disabilities; lesbian, gay, bisexual, and transgender individuals; adult learners; veterans; and individuals from different religious groups and economic backgrounds.

Underrepresentation may be revealed by an imbalance in the representation of different groups in common pursuits such as education, jobs, housing, etc., resulting in marginalization for some groups and individuals and not for others, relative to the number of individuals who are members of the population involved.