Diversity Mini-Grant Application  
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1. A clearly articulated overview of a project and how it would advance an area of diversity in your department, program, or the college

We propose a project targeted at encouraging young people from historically under-represented groups to attend graduate school in the humanities. While our undergraduate population is very diverse not only in terms of race and ethnicity but also in terms of gender, sexuality, religious difference and disability, our graduate programs often do not show such diversity. Moreover, diversifying graduate programs diversifies the faculty of tomorrow. Not only do students from historically under-represented groups often find the process of applying to graduate programs alien and daunting, they frequently have never considered the possibility of graduate work. This program aims to address both issues by demystifying the process of applying and opening students up to conversations about what happens in graduate school and what its benefits are. To this end, each graduate program in the humanities – English, History, LLC, and WGS – would nominate 5 promising undergraduates (juniors and seniors) from under-represented groups who would attend a 4-hour series of workshops run by faculty and graduate students on topics such as: “What can I do with an advanced degree?,” “Is graduate school right for me?,” and “the application process.” The workshop would also include 20 min. one-on-one conversations between faculty and students to address questions and concerns specific to each student. We have contacted the DGSs in History and WGS to confirm their interest in participating and request feedback on the proposal.

2. Identification of a target audience and implementation plan

The request to identify students will go out after Thanksgiving to faculty in English, History, LLC and WGS. This timing should give instructors enough time to have gotten to know students in their courses. Students will be contacted at the end of term and asked to register via Eventbrite.

Workshop will be held in mid-february of 2018

Leaders will follow-up with students several times to see if they have applied to graduate programs before the summer deadlines.

3. Assessment mechanisms

**Pre-attendance survey** - The departments involved will conduct an anonymous simple survey of their majors at the end of Fall 2017 to gather information about how many of their students are planning to attend graduate school.

**Participant survey** - We will also survey selected students for the workshop prior to the workshop to assess the stage where they are in the process to attend a graduate program.
Post-attendance survey - Leaders will follow-up with students several times to see if they have applied to graduate programs before the summer deadlines. Ask for a brief description of how this program influenced them.

4. Estimated total budget, funding request and justification. If you are requesting funding to support part of a project, clearly identify which part and why.

   Space and technology: $100
   Raffle for waived application fee to UNCG graduate programs: $65 X 4 students - $260
   Food (Request from the Graduate School): $200
   Incentives for faculty/graduate student mentors: $100 (in the form of travel funds) X 10 - $1,000

   Total Budget: $1,560

   Request from Diversity Mini-Grant: $1,000
   Request from Graduate School: $200
   Request from Other Departments: $360
1) **Project Overview.** A clearly articulated overview of a project and how it would advance an area of diversity in your department, program, or the college.

The History Department faces a variety of challenges regarding issues of diversity in our undergraduate program. We are substantially whiter and more male than the CAS average. Our freshman class of 2016 was 62% white, while the senior class was 84% white, raising questions about retention of diverse students in the major.

**UNCG History Majors**

Our local challenges at UNCG mirror larger national patterns in the discipline of History. According to a 2013 report published by the American Historical Association, 42 percent of AP history test-takers in the class of 2012 were identified as members of a racial or ethnic minority. But only a small fraction of those students graduated with history degrees. “The
gap between the range of students showing an advanced interest in history at the high school level . . . and the demographics of the students who major in history, highlights the challenges for the discipline.”¹ More recently a study of the demographics of history majors nationally concluded that “relative to other humanities disciplines and academia as a whole, history awards a smaller share of baccalaureate degrees to women and students from traditionally underrepresented minorities.”²

We have so far responded to this daunting challenge with a focus on improving how we communicate the value of a history major to a diverse audience. These strategies include updates to our website, developing advising and recruitment strategies for our 200-level courses, distributing information about careers in history, and a program review retreat conducted by the Undergraduate Committee in the spring of 2018.

This proposal will support our efforts to address our recruitment and retention challenges by infusing practices of inclusivity more intentionally in the classroom. We are proposing an inclusive pedagogy workshop led by Shayla Herndon-Edmunds, Director of Diversity Education at Wake Forest University.

Ms. Herndon-Edmunds regularly develops and facilitates cultural competency workshops, training, coaching for faculty, staff and students at Wake Forest. We particularly value her expertise and experience in cultural competency coaching and her positive approach for facilitating and enhancing diversity discussions.

2) Target Audience and Implementation Plan.

The target audience for our workshop is two-fold. First we will identify a core group of History faculty who will attend the workshop to develop cultural competency skills that can be shared across the department. Second we will open the workshop to our PhD students and instructors who teach many of our general education courses. We anticipate a group of 15 to 25 faculty and instructors will participate.

Ms. Herndon-Edmunds will deliver a 4-hour workshop to be scheduled in two 2-hour blocks over two days. The sessions will be scheduled over a two or three week period during the Spring semester. The first session will offer multiple opportunities for participant intercultural development inventory and self-assessment of conflict management style and identification of unconscious bias. In the second session participants will study classroom scenarios of polarizing situations and syllabus examples that offer practical applications for infusing inclusivity in pedagogy. Between the two sessions participants will have an opportunity to view a video or read an article to reflect on the discussion. The overall goal of the workshop experience is to provide participants with a framework for how to continue to learn on their own and apply best practices for inclusivity in their course design and classroom practices.

¹ Robert B. Townsend, “Data Show a Decline in History Majors” AHA Perspectives on History (April 2013).
3) **Assessment Mechanisms.**
We have short term and longer term plans for assessment. First, participants will complete evaluation of the workshop and set goals for implementing changes inspired by the workshop. Second, we will send a survey a few months after the workshop asking participants what new ideas they have implemented based on the workshop. This will provide the Undergraduate Committee with valuable data for understanding how faculty and instructors are using the workshop to improve their inclusivity practices in the classroom. Third, we hope that the discussion will lead to identification of specific ways the Undergraduate Committee can move the discussion forward in the department and practical “next steps” for addressing our recruitment and retention challenges.

4) **Estimated Total Budget.**
We are requesting $1,000 to cover expenses including honorarium and travel costs for the workshop leader who will provide handouts and support materials for workshop participants. The department will cover the cost of refreshments.