11:10-12:15  Group Activity: TAKING THE NEXT STEPS

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Each table has been assigned a theme. Please write your theme here: Academic Services

To begin the activity:
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5. As a team, discuss and respond to the following questions.

<table>
<thead>
<tr>
<th>Potential</th>
<th>Unlimited referring to &quot;empowerment&quot; not &quot;deficit focused&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the potential of your table’s theme to positively influence minority male student success at Carolina? (i.e., Academic Advising has the potential to encourage minority male student success by...)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Innovation</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are some innovative approaches the campus could take to actualize your theme’s potential to encourage minority male student success?</td>
</tr>
<tr>
<td>• develop a collaborative group of researchers focused on this issue on campus.</td>
</tr>
<tr>
<td>• develop a community service requirement for tenure - K-12, Juvenile Detention</td>
</tr>
<tr>
<td>• developing a core value of Social Justice in Academic Services</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Collaboration</th>
</tr>
</thead>
<tbody>
<tr>
<td>How can the campus work collaboratively to actualize your theme’s potential to encourage minority male student success?</td>
</tr>
<tr>
<td>• develop a Center that focuses on Min. Male Success from a scholarly perspective</td>
</tr>
</tbody>
</table>
### Resources

What resources are necessary to actualize your theme's potential?

- Decentralizing services to increase accessibility
- Better diversity, education opportunities

### Recommendations

What recommendations would you make to a University-wide working group addressing the success of undergraduate men of color at Carolina?

- Respect the narrative of each student
- Diversity training and multicultural competence for senior administrators
- Develop more seminars for transfer students
- For fall reporting, scholarly minoritized
- Develop a center that focuses on male recognition minoritized vs. minorities
- Change the narrative that students are graduating from college in 4 yrs.
- Collaborative efforts in K-12
- Training everyone on campus about available resources - MURAP
- Continue to have student-athletes involved with rest of campus (academic side)
- Normalize help-seeking behaviors
- Have a Spanish-speaking advisor, at least one in academic advising
- Advisors have to believe that their job is more than "courses to take"

### Beyond Your Theme

Considering student success as a combination of academics, wellness and engagement, what are ways we can work together across units to broadly enhance minority male student success? What type of collaborations would you like to see developed or enhanced at Carolina to better support male undergraduates of color?

- REMINDERS:
  - Presenters: Please be prepared to share your table's work at 12:15.
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Each table has been assigned a theme. Please write your theme here: Classroom Learning & Instruction

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<table>
<thead>
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<th>Innovation</th>
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<tbody>
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<td>What are some innovative approaches the campus could take to actualize your theme’s potential to encourage minority male student success?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Collaboration</th>
</tr>
</thead>
<tbody>
<tr>
<td>How can the campus work collaboratively to actualize your theme’s potential to encourage minority male student success?</td>
</tr>
</tbody>
</table>

Classroom is the most powerful site to influence all students’ success; it has the potential to truly influence minority male success.

We feel that so much can be starting at the top — it has to be done consciously introduce notions of diversity in the syllabus; start these regardless of the subject, have faculty know what diversity is — require workshops, perhaps make some faculty know what the resources are in campus. Encourage faculty to learn what different teaching styles are and when they are needed — minority regular workshops...
**Counseling & Wellness**

**FORUM ON MINORITY MALE STUDENT SUCCESS**

January 27, 2012

<table>
<thead>
<tr>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>What resources are necessary to actualize your theme's potential?</td>
</tr>
<tr>
<td>keep phones careers</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>What recommendations would you make to a University-wide working group addressing the success of undergraduate men of color at Carolina?</td>
</tr>
<tr>
<td>maintain strong office of diversity &amp; multicultural affairs - use their form the Chancellor down to deans and mentors - maintain strong academic support services - short academic advising - but be sure your faculty know of we for more diverse faculty there all these depend on collaboration, since we can really depend on strong &amp; reliable budgets - untimely - &amp; so much related to socio-economic</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Beyond Your Theme</th>
</tr>
</thead>
<tbody>
<tr>
<td>Considering student success as a combination of academics, wellness and engagement, what are ways we can work together across units to broadly enhance minority male student success? What type of collaborations would you like to see developed or enhanced at Carolina to better support male undergraduates of color?</td>
</tr>
<tr>
<td>institute &amp; follow up</td>
</tr>
</tbody>
</table>

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**Scribes**
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5. As a team, discuss and respond to the following questions.

<table>
<thead>
<tr>
<th>Potential</th>
<th>Classroom/faculty interaction is the key - the highest potential for success</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the potential of your table's theme to positively influence minority male student success at Carolina? (i.e., Academic Advising has the potential to encourage minority male student success by...?)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Innovation</th>
<th>Bridging the classroom, instruction experience before they get to college. &quot;K-16&quot; Ex. Expanding First Look (through the Visitor's Center)</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are some innovative approaches the campus could take to actualize your theme's potential to encourage minority male student success?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Collaboration</th>
<th>(overlap)</th>
</tr>
</thead>
<tbody>
<tr>
<td>How can the campus work collaboratively to actualize your theme's potential to encourage minority male student success?</td>
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</tr>
</tbody>
</table>
## Resources
What resources are necessary to actualize your theme's potential?

## Recommendations
What recommendations would you make to a University-wide working group addressing the success of undergraduate men of color at Carolina?

## Beyond Your Theme
Considering student success as a combination of academics, wellness and engagement, what are ways we can work together across units to broadly enhance minority male student success? What type of collaborations would you like to see developed or enhanced at Carolina to better support male undergraduates of color?

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<table>
<thead>
<tr>
<th>Potential</th>
<th>Partnership w/ the Services on campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the potential of your table’s theme to positively influence minority male student success at Carolina? (i.e., Academic Advising has the potential to encourage minority male student success by...)</td>
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<tbody>
<tr>
<td>What are some innovative approaches the campus could take to actualize your theme’s potential to encourage minority male student success?</td>
<td></td>
</tr>
<tr>
<td><em>Have to change the narrative that success is graduating from college in 4 years.</em></td>
<td></td>
</tr>
<tr>
<td><em>Collaborative group of researchers that focus on minoritized miles.</em></td>
<td></td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Collaboration</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>How can the campus work collaboratively to actualize your theme’s potential to encourage minority male student success?</td>
<td></td>
</tr>
<tr>
<td><em>Inform K-12 schools of what they need to do to prepare their students.</em></td>
<td></td>
</tr>
</tbody>
</table>
FORUM ON MINORITY MALE STUDENT SUCCESS  
January 27, 2012

| Resources | McNeir Program  
|          | Murap Program  
|          | More decentralized accessibility by using technology. |

| Recommendations | Respect the student's narrative. 
|                 | Diversity Training for Senior level administrators. 
|                 | More Faculty of color involved in this initiative. 
|                 | Focus on developing more seminars for transfer students. (Fall & Spring) 
|                 | Have a stand-alone center for minimized makes; full-time staff. Scholarly based. 
|                 | Social Justice as a core value academic services. 
|                 | Student Athletes more engaged w academic side of campus |

| Beyond Your Theme | Have more than one Spanish speaking academic adviser. 
|                   | Advisers have to believe that their jobs are more than just recommending classes. 
|                   | Normalize help-seeking on this campus |

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<tr>
<th>Potential</th>
<th>Can reach students one-on-one academically how to get them there? But system is 30 yrs old...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Innovation</td>
<td>Skype to meet students on their levels in halls and dorms? Student Academic Coaches - student leaders, family, mentor, marketing - successful student videos/multimedia &quot;honest student videos to students&quot;</td>
</tr>
<tr>
<td>Collaboration</td>
<td>course level interventions innovations - asked students - orientation organizers - identify them, match with mentors - faculty involvement needed</td>
</tr>
</tbody>
</table>

Faculty should give up time to present strategic learning skills
### Resources
What resources are necessary to actualize your theme's potential?

- Assessment & statistics of programs success - Staff member
- Students need to realize that the resources are only as good as what you put in. Need a resource for their metacognition remediation - reading, writing
- S1: more staff dedicated to semester long orientation program (for credit)

### Recommendations
What recommendations would you make to a University-wide working group addressing the success of undergraduate men of color at Carolina?

- Re-think the 30yr old model of academic services. Students are modern. Services should modernize

- First year seminar courses that teach part academic/part services

- Or ENGL class or LFIT

- Might need to be + credit hours

- Try a segregation model to jumpstart a pilot program: research + evaluate these programs; living learning centers, i.e. Greek athletes, segregate + provide resources

### Beyond Your Theme
Considering student success as a combination of academics, wellness and engagement, what are ways we can work together across units to broadly enhance minority male student success? What type of collaborations would you like to see developed or enhanced at Carolina to better support male undergraduates of color?

- The university doesn't value good teaching which could translate to better targeted services

- The culture should shift at the faculty level

- Special admits/athletes - remediation in literacy and our "reputation"

- Does the 8-semester rule affect our services? Are we being student centered or statistic based?

### REMINDERS:
- Should the services be in the dorms?
- Faculty in residence program?

---

**Presenters**

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**Scribes**

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<th>Innovation</th>
<th>Collaboration</th>
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</table>
| What is the potential of your table’s theme to positively influence minority male student success at Carolina? (i.e., Academic Advising has the potential to encourage minority male student success by...)
- Keep the idea of engagement, take on leadership roles for student, finding institutional fit for males, early on in first year
- How do we get students to take advantage of opportunities
  - Academic credit
  - How do we get students to engage in these programs
  - Encourage students to feel that otherness
- First year seminar?

| What are some innovative approaches the campus could take to actualize your theme’s potential to encourage minority male student success?
- Service learning
- Tap other resources at other first-year seminar universities
- Establishing better relationships with academic advisors
- A working group dedicated to minority student success that meet once a year
- Existing a written document established |

| How can the campus work collaboratively to actualize your theme’s potential to encourage minority male student success?
- Team approach—settings faculty to dig into concept |

Solicit feedback from students on and beyond campus.
### Resources

What resources are necessary to actualize your theme’s potential?

- Do we have the resources? But are minority males marketed correctly?
  - Are we marketing the programs well?
  - Maybe we should change our approach.
  - Week of Welcome Approach?
  - Transit minority student organization.

### Recommendations

What recommendations would you make to a University-wide working group addressing the success of undergraduate men of color at Carolina?

- Need assessment of what we are doing.
  - Ask minority males what you want to do.
  - Ask that question in the 2nd semester fall and spring.
  - Ask to communicate with minority males in the first year beyond fall break.
  - Who should those students talk to?
  - Mentoring program.
  - An academic piece not funded by the state.

### Beyond Your Theme

Considering student success as a combination of academics, wellness and engagement, what are ways we can work together across units to broadly enhance minority male student success? What type of collaborations would you like to see developed or enhanced at Carolina to better support male undergraduates of color?

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<table>
<thead>
<tr>
<th>Recruitment &amp; Admissions has the potential to positively influence minority male student success at Carolina:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- involve parents in the information process</td>
</tr>
<tr>
<td>- recruit more students that will hopefully translate to more success</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>If it is not possible to send representatives to every high school, create videos to play for high school students across the state.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participate in community events - churches, etc. With a table of information</td>
</tr>
<tr>
<td>Take advantage of staff &amp; faculty that are in community across the state to reach a larger population</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Collaboration</th>
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</thead>
<tbody>
<tr>
<td>How can the campus work collaboratively to actualize your theme's potential to encourage minority male student success?</td>
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</table>

<table>
<thead>
<tr>
<th>Whole community is responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>There are many informal programs &amp; resources on campus that don't necessarily know about each other</td>
</tr>
<tr>
<td>Tell your own story to help students realize what you may have in common.</td>
</tr>
<tr>
<td>Resources</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>Recommendations</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Beyond Your Theme</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
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<th>Collaboration</th>
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</thead>
<tbody>
<tr>
<td>What is the potential of your table’s theme to positively influence minority male student success at Carolina? (i.e., Academic Advising has the potential to encourage minority male student success by...)</td>
<td>- Engage individual students to be informal mentors to show that you care.iff the responsibility on everyone to participate.</td>
<td>- We have Some pre-established programs (minority advise, covenant, etc.). Survey their resources to determine how mentoring is used.</td>
</tr>
<tr>
<td></td>
<td>- Engagement w/ individual students provide opportunities for bidirectional learning, support, &amp; navigating systems.</td>
<td>- Educate campus partners to understand the need of minority male success &amp; help them see how they can mentor from their vantage point.</td>
</tr>
<tr>
<td></td>
<td>- Relationship development involves a diverse group of mentors who are committed to student success.</td>
<td>- Use student panels to highlight min. male needs to faculty.</td>
</tr>
<tr>
<td></td>
<td>- Mentoring has the power to change the course of life.</td>
<td>- Let students know they have the power to hire someone to be a mentor. Reward students for recruiting mentors.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Monitoring environment on campus</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Place mentoring service into the tenure process. Use the directive in the Academic Plan for faculty mentoring. Expand this to staff</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Affiliate mentor w/ the student record.</td>
</tr>
</tbody>
</table>
### Resources

<table>
<thead>
<tr>
<th>What resources are necessary to actualize your theme's potential?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Career Services:</strong> Use opportunities to share resources and formal mentor programs.</td>
</tr>
<tr>
<td><strong>Housing:</strong> Use staff to serve as support systems.</td>
</tr>
<tr>
<td><strong>Advising:</strong> Encourage staff to develop new mentorship like relationships. Team advisors.</td>
</tr>
<tr>
<td><strong>CWS:</strong> Support groups for students of color.</td>
</tr>
<tr>
<td>Be mindful of the expectations of mentors.</td>
</tr>
</tbody>
</table>

### Recommendations

<table>
<thead>
<tr>
<th>What recommendations would you make to a University-wide working group addressing the success of undergraduate men of color at Carolina?</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Educate the campus community about the needs of minority male success to help them see how they can mentor from their vantage point.</td>
</tr>
<tr>
<td>- Mandate training for mentors and mentees that participate in structured programs.</td>
</tr>
<tr>
<td>- Everyone ➔ students also see themselves as mentors so do faculty and staff.</td>
</tr>
<tr>
<td>- Ask students what does an ideal program look like.</td>
</tr>
</tbody>
</table>

### Beyond Your Theme

<table>
<thead>
<tr>
<th>Considering student success as a combination of academics, wellness and engagement, what are ways we can work together across units to broadly enhance minority male student success? What type of collaborations would you like to see developed or enhanced at Carolina to better support male undergraduates of color?</th>
</tr>
</thead>
<tbody>
<tr>
<td>✶ Produce a document that lists the services offered by each department.</td>
</tr>
</tbody>
</table>

### REMINDERS:

**Presenters**

Please be prepared to share your table's work at 12:15.

**Scribes**

At the end of the activity, please remember to turn in this worksheet with your table's notes. The planning committee will transcribe all collected worksheets and will send them out to all forum participants via email. These notes will be used by a group which will be convened after the forum to implement next steps.
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Each table has been assigned a theme. Please write your theme here: **Transfer Students**

To begin the activity:
1. Do a quick round of introductions at your table.
2. Select a scribe at the table. All participants are invited to take notes throughout the activity; however, the “scribe” will be the main recorder for the tables’ work. The scribe will turn-in this sheet with detailed notes at the end of the activity.
3. Select a reporter. This individual will report back to the large group on your table’s work.
4. Consider your theme and its role in supporting student success at Carolina. Then reflect on this morning’s activities including the welcome remarks, Dr. Harper’s keynote, and the panel discussion. Also consider your experiences and work at the University with minority male undergraduates.
5. As a team, discuss and respond to the following questions.

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<th>Innovation</th>
<th>Collaboration</th>
</tr>
</thead>
</table>
| What is the potential of your table’s theme to positively influence minority male student success at Carolina? (i.e., Academic Advising has the potential to encourage minority male student success by...)
| 1. Recruitment \rightarrow Create a support system as well a. Leveraging stories of transfer students to provide a message to high school students who weren’t prepared for college after graduation to use community college as a preparation 2. Leveraging successful minority transfer students as resources for minority male students already at the university |
| What are some innovative approaches the campus could take to actualize your theme’s potential to encourage minority male student success?
| 1. Transfer Student Advisory Board 2. Admissions package \rightarrow Leadership questions 3. Podcasts \rightarrow Stories about resilience, aspirations, etc. 4. Academic incentives for transfer students to serve as mentors to minority males on campus 5. Minority Student Guide to serve both the transfer minority students & minorities on campus |
| How can the campus work collaboratively to actualize your theme’s potential to encourage minority male student success?
| Resources | 1. Money  
2. Transfer Student Office → FTE  
3. Own academic advising  
4. |
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td></td>
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<tr>
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<td>Beyond Your Theme</td>
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**Presenters**  
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Each table has been assigned a theme. Please write your theme here: **Student Organizations**

To begin the activity:

1. Do a quick round of introductions at your table.
2. Select a scribe at the table. All participants are invited to take notes throughout the activity; however, the “scribe” will be the main recorder for the tables’ work. The scribe will turn-in this sheet with detailed notes at the end of the activity.
3. Select a reporter. This individual will report back to the large group on your table’s work.
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<tbody>
<tr>
<td>What is the potential of your table’s theme to positively influence minority male student success at Carolina? (i.e., Academic Advising has the potential to encourage minority male student success by...)</td>
<td>Primary benefit is building relationships w/other minority males, shared experiences &amp; challenges in a safe space. Plots are common @ HBCU’s that are not on white campuses. It is very frustrating to have any voice and representation other than stepping. There are too many other service and philanthropic works that show the sustainability, importance, servanthood and value of the organizations. - Not self-segregating</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Collaboration</th>
<th></th>
</tr>
</thead>
</table>
| How can the campus work collaboratively to actualize your theme’s potential to encourage minority male student success? | - Implementation of Tea Talks  
- Forced collaboration???
- Organizations collaborating with Faculty/Staff to infuse into classroom courses
- Fostered to “Suck it up”  
- Possibility of being trained (similar to HAVEN or One...) |
<table>
<thead>
<tr>
<th>Resources</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>What resources are necessary to actualize your theme's potential?</td>
<td></td>
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<tr>
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<tbody>
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**FORUM ON MINORITY MALE STUDENT SUCCESS**  
January 27, 2012

11:10-12:15  Group Activity: TAKING THE NEXT STEPS

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Each table has been assigned a theme. Please write your theme here: **Health + Wellness**

To begin the activity:
1. Do a quick round of introductions at your table.
2. Select a scribe at the table. All participants are invited to take notes throughout the activity; however, the "scribe" will be the main recorder for the tables' work. The scribe will turn-in this sheet with detailed notes at the end of the activity.
3. Select a reporter. This individual will report back to the large group on your table's work.
4. Consider your theme and its role in supporting student success at Carolina. Then reflect on this morning's activities including the welcome remarks, Dr. Harper's keynote, and the panel discussion. Also consider your experiences and work at the University with minority male undergraduates.
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</thead>
</table>
| What is the potential of your table's theme to positively influence minority student success at Carolina? (i.e., Academic Advising has the potential to encourage minority male student success by...) | How early do you need to start?  
- Transition from their committees to school.  
- Help students understand who are you?  
- What does it mean to have a hard time mental health and discuss it in minority committees?  
- Early in the undergraduate curriculum would help students about depression. |

<table>
<thead>
<tr>
<th>Collaboration</th>
<th></th>
</tr>
</thead>
</table>
| From a campus level: how do we orient our faculty to work collaboratively to actualize your theme's potential to encourage minority male student success? | How can we identify students once the too far along. Could we educate faculty at early collection do with therapy studies of how people do 6 mo later need a mentor that already graduated identified for you who is they arrive? Should it be matched? I could pass in class to learn about the university's evaluation of students during the course to get support.  
- Graduation faculty who teach 1st year seminars,  
- Academic Advising could be matched to mentors, Advising + this could be voluntary,  
- Even though I'm not familiar with that student, it is too overwhelming to devote the time to this.  
- System needs to be set up so that mentors + mentees could be selected, based on their interests. The process could be like online dating, picking based on what are... |
**FORUM ON MINORITY MALE STUDENT SUCCESS**  
*January 27, 2012*

<table>
<thead>
<tr>
<th>Resources</th>
<th>how many students (minority male) come as freshmen who would need a mentor? (4,500?) could be a requirement with those numbers - the relationship needs to be a genuine faculty needs to have more honest discussions about racism, we all do, talking openly about race should be happening in a first year seminar, required. Ready</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recommendations</td>
<td>English 105 is required for every freshman could this be a topic on there. difficult conversation skills need to touch everyone incorporate these discussions should be able to be done who substantial extra resources health &amp; wellness affects everyone - could be offered as a freshman seminar topic, currently designed to get you think analytically or at least as a special topic with a class. teachers who are required feel more comfortable saying what they think. sometimes it feels like you don’t even need to come to class because it’s just restating the same. university needs to do more to integrate athletes into the non-athlete student population. should really be regarded as students.</td>
</tr>
<tr>
<td>Beyond Your Theme</td>
<td>Considering student success as a combination of academics, wellness and engagement, what are ways we can work together across units to broadly enhance minority male student success? What type of collaborations would you like to see developed or enhanced at Carolina to better support male undergraduates of color?</td>
</tr>
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</table>

**REMINDERS:**  
*Reach out to a minority male.*

**Presenters**  
Please be prepared to share your table’s work at 12:15.

**Scribes**  
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Each table has been assigned a theme. Please write your theme here: Athletics

To begin the activity:
1. Do a quick round of introductions at your table.
2. Select a scribe at the table. All participants are invited to take notes throughout the activity; however, the “scribe” will be the main recorder for the tables’ work. The scribe will turn-in this sheet with detailed notes at the end of the activity.
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</tr>
</thead>
<tbody>
<tr>
<td>What is the potential of your table’s theme to positively influence minority male student success at Carolina? (i.e., Academic Advising has the potential to encourage minority male student success by...)</td>
<td>Faculty - Recognize these biases Recognize we are interdependent. Units &amp; each has something to offer &amp; achieve success. Black Caucus, Center For Fac Excellence; CREED Program in Athletics</td>
<td>Partner up #Athletes &amp; non-Athletes &amp; meeting on HS. Outreach to Campus - Know our own campus Mentor program - FAC &amp; S/A</td>
</tr>
<tr>
<td>How can the campus work collaboratively to actualize your theme’s potential to encourage minority male student success?</td>
<td></td>
<td>CFE &amp; athletics work together FAC, staff, coaches Everything on campus is inter-related</td>
</tr>
</tbody>
</table>
### Resources

What resources are necessary to actualize your theme's potential?

- Faculty recognition of their roles and truly take stock of them
- Faculty & Athletic relationship - not trained, but that's where the coach spends most of their time
- Culture of FB
- Self-perception

- CFE, Black Caucus
- Faculty Council

### Recommendations

What recommendations would you make to a University-wide working group addressing the success of undergraduates of color at Carolina?

- Center for Faculty Excellence, on diversity program
  - Get rid of 2 myths:
    1. Treating everyone same = fairness
    2. One size fits all
  - Need a PLAN, meaningful, not just check boxes
  - Be honest with our statistics - measure

### Beyond Your Theme

Considering student success as a combination of academics, wellness and engagement, what are ways we can work together across units to broadly enhance minority male student success? What type of collaborations would you like to see developed or enhanced at Carolina to better support male undergraduates of color?

- On-going relations between faculty & athletics recognizing athletes as students; mentoring up Sc & grad students. This should help bridge the isolation gap.
- Coaches have some diversity training. TRUST from Table 14 ⇒ get over "Turf" issues.

---

**REMINDEERS:**

**Presenters**
Please be prepared to share your table's work at 12:15.

**Scribes**
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Each table has been assigned a theme. Please write your theme here: Housing creates, supports, manages student life that promotes engagement, learning, personal development.

To begin the activity:
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| What is the potential of your table’s theme to positively influence minority male student success at Carolina? (i.e., Academic Advising has the potential to encourage minority male student success by...) | a. hiring a multi-culturally competent and diversity of perspectives involved in leadership position  
   i. diverse paid student leadership positions  
   b. make housing an inclusive environment for supporting difference.  
   c. create a staff that reflect the population of residents.  
   d. providing culturally relevant programs for residents.  
   e. focusing on the original role of the RA (to foster inclusive engagement) instead of focusing on disciplinary monitoring work | a. fostering well-rounded students by highlighting different aspect of campus life, resources, etc.  
   i. in that, students will appreciate the diversity of background and be interested in, perhaps, unifying to achieve success of minoritized males and additional communities |
| | a. designated community mentors outside the resident advisors  
   b. being more focused on individualistic, interest-based support than a minoritized status or an “at-risk” status.  
   c. using a multi-faceted approach to creating community  
   i. interest-based, individualistic approach  
   ii. focusing on their special needs/desires as men of color.  
   d. surveying (specifically) on the needs of students | |
## Resources

What resources are necessary to actualize your theme's potential?

## Recommendations

What recommendations would you make to a University-wide working group addressing the success of undergraduate men of color at Carolina?

## Beyond Your Theme

Considering student success as a combination of academics, wellness and engagement, what are ways we can work together across units to broadly enhance minority male student success? What type of collaborations would you like to see developed or enhanced at Carolina to better support male undergraduates of color?

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Each table has been assigned a theme. Please write your theme here: *Classroom Learning + Instruction*

To begin the activity:

1. Do a quick round of introductions at your table.
2. Select a scribe at the table. All participants are invited to take notes throughout the activity; however, the "scribe" will be the main recorder for the tables' work. The scribe will turn-in this sheet with detailed notes at the end of the activity.
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<td></td>
<td></td>
</tr>
<tr>
<td>Potential is immense — more important, it costs no money. Potential resides (and should be poured from) the notion that students are the problem. They are not. The problem is a system of power, individuals of which are addicted to that power, which perpetuates the problems.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Innovation &amp; collaboration are intricately linked. Both require willingness to accept responsibility for individual and institutional/systemic perpetuation of these issues.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How can the campus work collaboratively to actualize your theme's potential to encourage minority male student success?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>It begins with knowing what UNC's values are, then understanding that everything we do is a statement of values.</td>
<td></td>
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</tr>
</tbody>
</table>
## Resources
What resources are necessary to actualize your theme’s potential?

In my opinion, the only resource needed is value. If we value improving retention rates for minoritized males we will do all that’s necessary, including overcoming personal limitations/feels and speaking truth to power to do the same.

## Recommendations
What recommendations would you make to a University-wide working group addressing the success of undergraduate men of color at Carolina?

Please refer to Fred Clark’s comments in this area.

## Beyond Your Theme
Considering student success as a combination of academics, wellness and engagement, what are ways we can work together across units to broadly enhance minority male student success? What type of collaborations would you like to see developed or enhanced at Carolina to better support male undergraduates of color?

Challenge the individuals who hold the real power to avenge the values of div./multiculturalism. Challenge the power structure to move beyond relativism and advocate at the campus, state, national levels for a cultural shift away from the customs & practices that perpetuate these problems.

**REMINDERS:**

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Each table has been assigned a theme. Please write your theme here: **Transition & retention**

To begin the activity:
1. Do a quick round of introductions at your table.
2. Select a scribe at the table. All participants are invited to take notes throughout the activity; however, the “scribe” will be the main recorder for the tables’ work. The scribe will turn-in this sheet with detailed notes at the end of the activity.
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<td>How can new members of the campus community be trained... earlier?</td>
<td>How can the campus work collaboratively to actualize your theme’s potential to encourage minority male student success?</td>
</tr>
<tr>
<td>- already have 2 day orientation program for 1st years</td>
<td>- University System? Mentorship programs for 1st years/transfer students</td>
<td>- Minority Advisors/another engagements/faculty relationships</td>
</tr>
<tr>
<td>- lack transfer have 1 day program</td>
<td>- how can we shave costs? Orientation best practices for accommodation</td>
<td>- student to student advocacy</td>
</tr>
<tr>
<td>- strengthening or get diversity training earlier</td>
<td>- teaching to graduate students as well/helpping them develop as well</td>
<td>- Male Male mentorship</td>
</tr>
<tr>
<td>- making sure new students don't feel isolated (allowware programs)</td>
<td>2nd Pre-orientation &quot;Pre-o&quot;</td>
<td>- Committee of State Holders/innovational programs</td>
</tr>
<tr>
<td>- extended period of orientation?</td>
<td>- week of welcome?</td>
<td>- have faculty/staff attend orientation (helping just being present as available mentors/facers too</td>
</tr>
<tr>
<td>- week of orientation?</td>
<td>- Committee of State Holders/innovational programs</td>
<td></td>
</tr>
<tr>
<td>- week of welcome?</td>
<td></td>
<td></td>
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</table>
FORUM ON MINORITY MALE STUDENT SUCCESS
January 27, 2012

Resources
What resources are necessary to actualize your theme's potential?

- Knowing upcoming students earlier to start mentor matching
- Using Connect Carolina more strategically
- Increased efficiency
- Insight from student athletes about their specific experiences
- Social media using it to make mentors more accessible
- More time for follow-up training for mentoring
- Time
- Longer training

Recommendations
What recommendations would you make to a University-wide working group addressing the success of undergraduate men of color at Carolina?

- Required first-year seminars & transfer seminars
- Include athletes in minority advisory programs & keep them engaged.
- Make mentors more comfortable/training?
- Life skills
- Mentors mentor mentors...how active should they be?
- Peer leadership course available to all students?
- Helping them realize this is an option if they get credit
- Longer training periods

Beyond Your Theme
Considering student success as a combination of academics, wellness and engagement, what are ways we can work together across units to broadly enhance minority male student success? What type of collaborations would you like to see developed or enhanced at Carolina to better support male undergraduates of color?

- Connections (with partners on campus)
- Social outlet to connect with other minorities or groups for discussion
- Pride for diversity but need to follow through & push those values
- Be more proactive in reaching out, not reactive
- Recognize that students won't always come to us. That we need to do outreach
- Making departments aware of issues & reach out to underserved populations (faculty, engagement, minority)
- Academic departments need to be aware too
- Recruit more minority faculty

REMININDERS:
- Department ambassadors designate facilities to spread the word.
- Notify classes/required courses & reach out to those

Presenters
Please be prepared to share your table's work at 12:15.

Scribes
At the end of the activity, please remember to turn in this worksheet with your table's notes. The planning committee will transcribe all collected worksheets and will send them out to all forum participants via email. These notes will be used by a group which will be convened after the forum to implement next steps.
11:10-12:15  Group Activity: TAKING THE NEXT STEPS

Directions: It is critical that the momentum from this forum continues long after the event concludes. To this end, you are being asked to help develop the next steps to move us from today to the development plans for robust and enduring growth.

For this activity, you will work collaboratively with the individuals at your table. Consider your group as a think tank and your table as a safe space to generate new ideas and welcome diverse perspectives.

Each table has been assigned a theme. Please write your theme here: Advising

To begin the activity:
1. Do a quick round of introductions at your table.
2. Select a scribe at the table. All participants are invited to take notes throughout the activity; however, the “scribe” will be the main recorder for the tables’ work. The scribe will turn-in this sheet with detailed notes at the end of the activity.
3. Select a reporter. This individual will report back to the large group on your table’s work.
4. Consider your theme and its role in supporting student success at Carolina. Then reflect on this morning’s activities including the welcome remarks, Dr. Harper’s keynote, and the panel discussion. Also consider your experiences and work at the University with minority male undergraduates.
5. As a team, discuss and respond to the following questions.

<table>
<thead>
<tr>
<th>Potential</th>
<th>Innovation</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the potential of your table’s theme to positively influence minority male student success at Carolina? (i.e., Academic Advising has the potential to encourage minority male student success by...)</td>
<td>What are some innovative approaches the campus could take to actualize your theme’s potential to encourage minority male student success?</td>
</tr>
<tr>
<td>- Address informal and formal advising - Find ways to encourage - Avoid racism in advising, avoid demeaning advising - Priorities, finishing or success - Not categorize - Know student individually (develop program that is personal) - About academics - Make students aware - Not to marginalize - To be trusted advisors - To communicate, to students to redirect their paths - Find weaknesses in students who belittling them - Not to build trust</td>
<td>- Use admissions process - Student filled out database that is voluntary - Use technology of anonymous for instance database of anonymous profiles of students’ success stories - Student driven technological innovations - Get different voices on the subject - Redirecting resources - Cultural competence for understanding students’ reading list? - Testimonials - Work outside the office with the students</td>
</tr>
</tbody>
</table>

Collaboration

How can the campus work collaboratively to actualize your theme’s potential to encourage minority male student success?

- Sharing information between departments with respecting confidentiality - Use student driven technological innovations - Engage faculty to understand issues of today’s topics
| **Resources**          | Cultural competencies - Training to teach staff  
                           - Make time despite that it is limited |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
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<tbody>
<tr>
<td><strong>Recommendations</strong></td>
<td>Everyone should work on cultural competence</td>
</tr>
<tr>
<td><strong>Beyond Your Theme</strong></td>
<td></td>
</tr>
<tr>
<td>Considering student success as a combination of academics, wellness and engagement, what are ways we can work together across units to broadly enhance minority male student success? What type of collaborations would you like to see developed or enhanced at Carolina to better support male undergraduates of color?</td>
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<tr>
<td>School</td>
<td>Flexible in terms of student needs</td>
</tr>
<tr>
<td>Student development</td>
<td>Focus on academic and career success</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Innovation</th>
<th>Talk about race and diversity</th>
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<tbody>
<tr>
<td>What are some innovative approaches the campus could take to actualize your theme’s potential to encourage minority male student success?</td>
<td></td>
</tr>
<tr>
<td>Don’t treat all black men as homogeneous</td>
<td></td>
</tr>
<tr>
<td>Know student individually</td>
<td></td>
</tr>
<tr>
<td>Gather feedback from the students, not only the accountants</td>
<td></td>
</tr>
<tr>
<td>Gather specific data in admissions and place them with appropriate depth</td>
<td></td>
</tr>
</tbody>
</table>

<table>
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<th>Collaboration</th>
<th>Work with faculty</th>
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<tr>
<td>How can the campus work collaboratively to actualize your theme’s potential to encourage minority male student success?</td>
<td></td>
</tr>
<tr>
<td>Noted vs. Expected outcomes are everyone’s responsibility</td>
<td></td>
</tr>
<tr>
<td>Engage faculty</td>
<td></td>
</tr>
<tr>
<td>Graduate = Undergraduate work</td>
<td></td>
</tr>
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</table>
### Resources
What resources are necessary to actualize your theme's potential?
- Staff
- Facilities
- Technology resources
- Policy makers and institutional agents involved and aware
- Cultural competence workshops

### Recommendations
What recommendations would you make to a University-wide working group addressing the success of undergraduate men of color at Carolina?
- Share student experiences with community and community norms to personalize students
- Student-led initiatives
- Involvement of students in institutional decisions with the potential to change in the world
- Promote student action and response "are generated"

### Beyond Your Theme
Considering student success as a combination of academics, wellness and engagement, what are ways we can work together across units to broadly enhance minority male student success? What type of collaborations would you like to see developed or enhanced at Carolina to better support male undergraduates of color?
- Cultural competence
- Building a community of supporters for students
- Trust: expectation of certain people taking care of one another

### REMINDERS:

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