

# Student Recruitment and Retention Resources

While no universal solution exists to address concerns of public affairs program, it is encouraged that programs engage with these challenges more actively by taking institutional context, evolving demographics, and educational research into consideration. What works for one program may not work for another as the needs and context of programs vary; thus, it is important for programs to continuously deliberate and reflect on current and new approaches and to actively engage with stakeholders.



While the inclusion of the strategies below does not constitute an endorsement by COPRA, the Commission does require programs to provide program- and mission-specific diversity plans that detail strategies to promote faculty, student, and curricular diversity and foster an overall climate of inclusiveness. The list below is not meant to be comprehensive; rather it is meant to serve as a starting point for *discussion, reflection, and evidence-based decision-making*.

## Student Recruitment Resources

- Attend career and graduate school fairs that reach a broad base of students in the region and/or country.
  - For US-based programs, attend career and graduate school fairs at HBCUs and HSIs in the state.
- Increase faculty and staff participation in recruiting events so that interested students can meet current employees.
- Offer application fee waivers for underrepresented and/or low-income students.
- Collaborate with communications and marketing department for marketing strategies to recruit underrepresented and international students.

- Mobilize networks of alumni of underrepresented minorities for recruitment.
- Recognize student contributions to diversity and inclusion through rewards.
- Offer scholarships that encourage diverse and underrepresented students to apply.
- Design brochures that focus on diversity and financial aid opportunities for recruitment purposes.
- Develop a strategy to seek grant-funding for diversity-related activities.
- Keep an active record of grant-funding institutions that include their deadlines and requirements.
- Invite prospective students to campus in order to interact with faculty and current students.
- Recruit students from professional organizations, government programs, and student exchange programs:
  - McNair Scholars Program
  - Asian Pacific American Institute for Congressional Studies (APAICS)
  - Capitol Hill - Staff Associations of Color
  - Charles B. Rangel International Affairs Fellowship Program
  - Congressional Black Caucus Foundation
  - Congressional Hispanic Caucus Institute
  - First Alaskans Institute
  - Hispanic Association of Colleges and Universities (HACU)
  - National Association of African American Honors Programs
  - Public Policy and International Affairs (PPIA) Fellowship Program
  - Thomas R. Pickering Foreign Affairs Fellowship Program
  - Thurgood Marshall College Fund (representing public HBCU's)
  - Gates Millennium Scholars Program
  - Fulbright Foreign Student Program
  - Fulbright Exchange Program
  - International Student Exchange Programs (ISEP)
  - Institute of International Education (IIE)
  - For additional student exchange opportunities in the United States, see the [U.S. Department of Education's Graduate Level List](#).

# Student Retention and Development Resources

- Maintain an attractive and informative website that conveys diversity goals, values, and outcomes.
- Create an alumni mentoring program for current students.
- Recognize student contributions to diversity through rewards.
- Request additional funding for recruitment and retention efforts by applying to different grant programs (e.g., for US-based programs, the National Institutes of Health; the National Academies of Science; the National Science Foundation; and the National Endowment for the Humanities).
- Develop a strategy to seek grant-funding for diversity-related activities.
- Create informational workshops for international students on various topics to help them with their transition (e.g., cultural adjustment, social issues, academic expectations, etc.).
- Enhance career services for international students:
  - **READ:** For examples and resources tied to retention strategies, please read “[Resources for Partnering with International Students](#)” –Developed by the National Center Development Association (NCDA) with the purpose of increasing the understanding of career development experiences and the needs of international students.
- Establish support groups for students with specific needs.
- Offer professional development opportunities for faculty and graduate students devoted to the advocacy of disability-related policies and education of students with disabilities:
  - **EXAMPLE:** A professor from the Center of Disability and Development at Texas A&M University and a student from The Bush School of Government and Public Service co-presented a PowerPoint presentation on the importance of using People First Language as a respectful way to communicate, acknowledge, and report on disabilities.
  - **READ:** Steele, P.E., & Wolanin, T.R. (2004). [Higher Education Opportunities for Students with Disabilities: A Primer for Policymakers.](#)Institute for Higher Education Policy. The report focuses on the special barriers to equal educational opportunity in higher education faced by students with disabilities as they transition to higher education and aims to provide a snapshot of the educational

pipeline and postsecondary experiences for students with disabilities as they exist today.

- **READ:** Milem, J., Chang, M., & Antonio, A. (2005). [Making Diversity Work on Campus: A Research-Based Perspective](#). This paper addresses campus diversity and quality through evidence-based approaches and provides suggestions on how to engage diversity in the service of learning, ranging from recruiting a compositionally diverse student body, faculty, and staff; to developing a positive campus climate; to transforming curriculum, co-curriculum, and pedagogy to reflect and support goals for inclusion and student success.
- Infuse diversity matters into existing leadership development workshops.
- Develop leadership and advocacy training programs for students.

*COPRA looks forward to learning from its programs and continuing to build resources for programs based across the globe. If you have resources that could be of help to peer programs, please contact [hamilton@naspaa.org](mailto:hamilton@naspaa.org).*