Murray State University
Murray State University Diversity Plan (the Plan)
Diversity Plan Assessment TWO

Submitted to the Council on Postsecondary Education
November 25, 2013
<table>
<thead>
<tr>
<th>CONTENTS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>EXECUTIVE SUMMARY</td>
<td>4</td>
</tr>
<tr>
<td>INTRODUCTION</td>
<td>6</td>
</tr>
<tr>
<td>Diversity Statement</td>
<td>6</td>
</tr>
<tr>
<td>Statement of Purpose</td>
<td>6</td>
</tr>
<tr>
<td>Vision</td>
<td>7</td>
</tr>
<tr>
<td>Diversity Definition</td>
<td>7</td>
</tr>
<tr>
<td>Additional Definitions Related to Diversity</td>
<td>7</td>
</tr>
<tr>
<td>PROGRESS FOR STUDENT BODY DIVERSITY</td>
<td>9</td>
</tr>
<tr>
<td>Undergraduate Student Enrollment</td>
<td>9</td>
</tr>
<tr>
<td>Graduate Student Enrollment</td>
<td>10</td>
</tr>
<tr>
<td>PROGRESS FOR STUDENT SUCCESS/CLOSING THE ACHIEVEMENT GAP</td>
<td>12</td>
</tr>
<tr>
<td>Graduation Rates</td>
<td>23</td>
</tr>
<tr>
<td>Degrees Conf erred</td>
<td>27</td>
</tr>
<tr>
<td>Student degrees/Credentials Conf erred/ STEM-H</td>
<td>28</td>
</tr>
<tr>
<td>Undergraduate Student Transfer from KCTCS to 4-Year Institutions</td>
<td>31</td>
</tr>
<tr>
<td>Special Populations</td>
<td>32</td>
</tr>
<tr>
<td>Progress for Workforce Diversity</td>
<td>35</td>
</tr>
<tr>
<td>Faculty, Professional (exempt) Staff, Executive/Administrative/Managerial</td>
<td>35</td>
</tr>
<tr>
<td>Campus Climate/CET</td>
<td>41</td>
</tr>
<tr>
<td>Charge and Purpose of the President’s Commission on Diversity &amp; Inclusion (CET Equivalent)</td>
<td>41</td>
</tr>
<tr>
<td>PCDI Membership 2009-10</td>
<td>42</td>
</tr>
<tr>
<td>PCDI Membership 2010-11</td>
<td>43</td>
</tr>
<tr>
<td>PCDI Membership 2011-12</td>
<td>43</td>
</tr>
<tr>
<td>PCDI Membership 2012-13</td>
<td>44</td>
</tr>
<tr>
<td>Meetings and ACADEMIC YEAR GOALS</td>
<td>45</td>
</tr>
<tr>
<td>Assessment of Strategies and Best Practices Implemented</td>
<td>46</td>
</tr>
<tr>
<td>President’s Award for Diversity and Inclusion</td>
<td>47</td>
</tr>
<tr>
<td>PCDI Programming and Support Fund</td>
<td>48</td>
</tr>
</tbody>
</table>
2010-11 Recommendations of PCDI 49
2011-12 Recommendations of PCDI 49
2012-13 Recommendations of PCDI 49
Institutional Board Makeup 49

SUMMARY 51
EXECUTIVE SUMMARY

The Murray State University Diversity Plan (the Plan) as presented addresses the imperatives of a sustained diversity initiative. The Plan is comprehensive in that it addresses issues of diversity for students, faculty and staff, and emphasizes the importance of diversity in the curricular and co-curricular student experience and the workforce of the University. The Plan describes the measures that will be taken from 2011–2015 to strengthen its efforts to promote diversity as an essential element in its pursuit for greater excellence. Murray State’s Plan will remain fluid and be implemented in phases in an effort to have sustained change and growth. The initial phase will primarily address the criteria set forth in the *Kentucky Public Postsecondary Education Diversity Policy and Framework for Institution Diversity Plan Development* (Statewide Policy). Additional phases will be added each year to continue to encompass an inclusive and supportive campus environment.

The President’s Commission on Diversity and Inclusion (PCDI) was charged with developing and continually monitoring implementations of the Plan and its initiatives. In an effort to develop a strong and proactive Plan, workgroups were formed to address each area of the Plan, focus groups were conducted, a series of open forums and classroom visits were held, and requests were sent to units, offices, and individuals identified by the Plan as responsible for implementing its recommendations. These efforts yielded responses that were submitted to the PCDI. The totality of these responses provided an interesting and enlightening view of Murray State University’s (MuSU’s) progress towards achieving diversity as a strategic priority. This document contains several interconnected parts.

Initially, the Plan outlines existing MuSU diversity statement, statement of purpose, vision, diversity definition, development efforts, and implementation responsibilities. For a practical grounding, a definition of diversity as adopted by the Council on Postsecondary Education is presented. From this definition, MuSU asserts core values of diversity that align with the University’s four overarching strategic imperatives: Fostering Excellence, Creating Communities, Building Partnerships and Innovation. These imperatives are consequences of the diversity definition listed below.

*Diversity, as a concept, describes an inclusive community of people with varied human characteristics, ideas, and world views related, but not limited, to race, ethnicity, sexual*
orientation, gender, religion, color, creed, national origin, age, disabilities, socio-economic status, life experiences, geographical region, or ancestry. Diversity in concept expects the creation by institutions of a safe, supportive, and nurturing environment that honors and respects those differences (Adopted in the Statewide Policy).

The first phase of the Plan is then presented in a list of prioritized strategies for 2011–2015. These four strategies are a call for immediate action in implementing the Plan. These strategies are as follows:

- Commit to educating students to live and work in an increasingly diverse global society.
- Foster a campus environment that respects differences and encourages inclusiveness among students, faculty, staff, and administration.
- Forge and strengthen partnerships with diverse communities, including businesses and civic and community organizations, to support diversity internally and externally.
- Commit to developing permanent resources for diversity to build endowments for scholarships and support services.

The Plan is written in the format provided by the Statewide Policy. The areas of the Plan to be annually assessed are as follows:

I. **Student Body Diversity**
   A. Undergraduate Student Enrollment
   B. Graduate Student Enrollment

II. **Student Success**
   A. Student Retention
   B. Graduation Rates
   C. Degrees Conferred
   D. Undergraduate Student Transfer from KCTCS to 4-Yr Institutions

III. **Workforce Diversity**
    Measurable Objectives for Faculty
    Measurable Objectives for Professional (Exempt) Staff
    Measurable Objectives for Executive/Administrative/Managerial

IV. **Campus Climate**

    MuSU foresees an institution where diversity is woven into the curriculum, the workplace, and, the lives of every student, faculty, and staff member in a manner that strengthens and nurtures the region which the University is asked to serve.
INTRODUCTION

Diversity at Murray State University is a core value. The institution understands and affirms that diversity is inextricably linked to excellence. Murray State values attracting, developing and maintaining a diverse, high-quality faculty, staff and student body. It endeavors to create and promote a culturally diverse community to be accepting of and sensitive to diversity in its many varied forms.

DIVERSITY STATEMENT

In fulfillment of its vision, values and mission, Murray State University utilizes four overarching strategic imperatives both on an institutional basis and at the operating unit level. These imperatives, Fostering Excellence, Creating Communities, Building Partnerships, and Innovation, are not intended to serve as specific goals; rather, they set the broad strategic direction for the University from which fresh ideas and activities will emerge from each campus unit.

STATEMENT OF PURPOSE

Murray State University (MuSU) serves as a nationally recognized residential comprehensive university, with a strong extended campus and online presence, offering high-quality degree programs. Teaching, research and service excellence are core values and guiding principles that promote economic development and the well-being of the citizens of the region.

MuSU places a high premium on academic outreach, collaborative relationships with alumni, public schools, business and industry, governmental agencies, and other colleges and universities at home and abroad. It prepares graduates to function in a culturally diverse, technologically oriented society and increasingly interdependent world. MuSU is committed to international education as an integral dimension of the University experience. It emphasizes student-centered learning and educational experiences that include first year experience, the honors program, internships, study-abroad programs, service learning, research and creative projects, residential college, and student organizations.
Changes in the U.S. and global workforce have brought new challenges and opportunities for higher education. In order to realize the greatest competitive advantage and retain students and the most qualified employees, MuSU must make an effort to ensure that its student body and workforce are diverse, and that all members feel valued and respected. In this effort MuSU vigorously observes and enforces state and federal laws barring discrimination, and its own policies prohibit discrimination based on race, color, national origin, gender, sexual orientation, religion, age, veteran status and disability. See the University’s “Non-Discrimination Statement” which appears on the web pages of the Office of Equal Opportunity at: http://murraystate.edu/HeaderMenu/Administration/OfficeOfInstitutionalDiversityEquityandAccess/AffirmativeActionSexualHarassmentAndGrievances/NonDiscriminationStatement.aspx.

VISION

MuSU foresees an institution where diversity is woven into the curriculum, the workplace, and the lives of every student, faculty, and staff member in a manner that strengthens and nurtures the region which the University is asked to serve.

DIVERSITY DEFINITION (Adopted in the Statewide Policy)

Diversity, as a concept, describes an inclusive community of people with varied human characteristics, ideas, and world views related, but not limited, to race, ethnicity, sexual orientation, gender, religion, color, creed, national origin, age, disabilities, socio-economic status, life experiences, geographical region, or ancestry. Diversity in concept expects the creation by institutions of a safe, supportive, and nurturing environment that honors and respects those differences.

ADDITIONAL DEFINITIONS RELATED TO DIVERSITY

Underrepresented, as used in this document, refers to those demographic groups with U.S. citizenship who currently are not represented commensurate with the group’s representation in the demographics of the Commonwealth of Kentucky and the United States. Traditionally these groups have been disenfranchised on the basis of race, national origin, age, gender, sexual orientation, sexual identity, social economic status, religious/cultural affiliation or physical disabilities.
Multicultural, as used in this document, refers to those demographic groups with U.S. citizenship relating to, consisting of, or participating in the cultures of different countries, racial groups, ethnic groups or religions or sexual orientations.

Minority, as used in this document, refers to those demographic groups with U.S. citizenship relating to or consisting of American Indian/Alaskan Native, Asian-American, African-American/Black, Hispanic/Latino, or Native Hawaiian/Pacific Islander.

This Diversity Plan assessment:

- summarizes the progress and development areas for Murray State University;
- reveals how institutional units are working to help the university foster a welcoming experience for all members of the campus community; and
- denotes institutional strategies to prevent artificial barriers to academic and career success.

This report does not attempt to represent an exhaustive list of activities, programs, and initiatives on the campus that address diversity, but is, rather a compilation of some of the efforts of various campus academic and administrative units. In addition, the report provides an analysis of and commentary about what appears to be working and what initiatives or programs do not appear to be making progress toward the desired outcomes. Finally, it should be noted that this initial assessment will review a period of time which was primarily focused on the development of the Diversity Plan.
PROGRESS FOR STUDENT BODY DIVERSITY

MuSU is committed to building a student body that is both diverse and inclusive. MuSU’s plan will broaden the focus of student recruitment from singularly Kentucky Resident African-American/Black students to recruit students from additional underrepresented populations. MuSU understands the commitment from the Council on Postsecondary Education and its nine institutions “not lose ground” in the successful recruitment and retention of Kentucky Resident African-American/Black students while broadening the recruitment of the other groups. The Kentucky Plan helped institutions build successes in the recruitment and retention of Kentucky resident diversity on its campuses and it is hoped that Kentucky residents will remain a key focus in recruitment and retention efforts.

UNDERGRADUATE STUDENT ENROLLMENT

The institution’s enrollment progress audit looks at two areas: undergraduate and graduate student enrollment. Murray State University has maintained the 8.5% status in minority undergraduate enrollment overall. In an ongoing review of the undergraduate student enrollment data beginning in 2010, the proportion of African-American/Black students at MuSU remains less than their representation in the 18-county AGR (area of geographic responsibility). However, MuSU had an excellent recruiting effort with African-American/Black students yielding an increase from 2010 in both 2011 and 2012 academic years. African-American/Black enrollment is generally around 5.8%; however in 2010 the data notes a 6.6% figure, an increase in 2011 to 7.1%, with a second increase for the trend in 2012 to 7.2%. For the third year in a row, the African-American/Black category continues to represent the highest percentage of underrepresented students on campus. African-American/Blacks comprise 9.4% in the 18-county AGR and 7.3% for the Commonwealth of Kentucky.

Using the same measure, Hispanic/Latinos maintained a 1.5% campus representation in both 2010 and 2011 respectively but increased to 1.7% in 2012 and this population comprises 2.6% in the 18-county AGR; and, Hispanic /Latino represent 2.8% of the population for the Commonwealth of Kentucky.
Asian-Americans are the third largest underrepresented group on campus during 2010 at 1.0%. However both 2011 and 2012 demonstrate slight decreases at 0.9% and 0.8% respectively for Asian-Americans which have a 0.6% AGR.

The representation of American Indian/Alaskan Native and Native Hawaiian/Other Pacific Islander students in both the AGR and at MuSU is less than 0.5% during all evaluation periods. Given the infinitesimal AGR, there were no targets set for this minority group. Despite the absence of a target, the overall aim of the institution is to increase its diversity numbers.

### TABLE 1. MEASURABLE OBJECTIVES FOR UNDERGRADUATE STUDENT ENROLLMENT

<table>
<thead>
<tr>
<th>Undergraduate Enrollment</th>
<th>2010 data based on UG enrollment of 8,429</th>
<th>2011 data based on UG enrollment of 8,664</th>
<th>2012 data based on UG enrollment of 8,891</th>
<th>AGR/2015 Target/Gap Status (On Target or Developing)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. African-American/Black</td>
<td>6.6%/560</td>
<td>7.1%/617</td>
<td>7.2%/641</td>
<td>9.4%/6.7%/-2.8% On Target</td>
</tr>
<tr>
<td>2. American Indian/Alaskan Native</td>
<td>0.4%/30</td>
<td>0.2%/21</td>
<td>.02%/15</td>
<td>None /**/Not available Developing</td>
</tr>
<tr>
<td>3. Hispanic/Latino</td>
<td>1.5%/125</td>
<td>1.5%/129</td>
<td>1.7%/149</td>
<td>2.6%/1.7%/-0.90% On Target</td>
</tr>
<tr>
<td>4. Native Hawaiian/Pacific Islander</td>
<td>0.0%/4</td>
<td>0.0%/5</td>
<td>0.0%/6</td>
<td>0.1/**/-0.06% On Target</td>
</tr>
<tr>
<td>Total for 1-4 Above</td>
<td>8.5%/719</td>
<td>8.5%/772</td>
<td>9.1%/811</td>
<td>----</td>
</tr>
<tr>
<td>5. Asian-American</td>
<td>1.0%/81</td>
<td>0.9%/76</td>
<td>0.8%/74</td>
<td>0.6/**/0.2% On Target</td>
</tr>
</tbody>
</table>

*In the absence of a negative gap, the combined rate for the identified underrepresented groups is equal to or greater than the overrepresented group and will serve as the metric for progress.

**In the presence of a negative gap, the institution will continue to work to reduce the gap of the identified group unless a gap is less than 1%.
The second part of the audit of the institution’s enrollment efforts is graduate student enrollment. Murray State University has achieved a 0.9% increase in minority graduate enrollment overall. After reviewing the graduate student enrollment data of 2010 and 2011 in comparison to 2012, the proportion of African-American/black graduate students in 2012 at MuSU fell slightly at 0.4% below the representation in the 18-county AGR. Financial support continues to be an oft student-cited hurdle cited as rationale for suspending or delaying the pursuit of education at the graduate level. The progress for graduate student enrollment can be credited to the recruiting efforts by the academic units and the Coordinator of Domestic Recruitment/Retention. African-American/Black enrollment is generally around 5.8%; however in 2010 the data notes 6.7% and for 2011 an increase to 7.2%, with a slight drop of 0.7% in 2012 to 6.5%. Since the implementation of the Diversity Plan, the African-American/Black enrollment continues to represent the highest percentage of underrepresented students on campus for a second year.

Using the same measure, Hispanic/Latinos have a 1.1% campus representation in 2010 and a slight decrease to 0.8% in 2011 and an increase to 1.3% in 2012. Hispanic/Latinos have an 18-county AGR of 2.6%; and Hispanic/Latinos are 2.8% for the Commonwealth of Kentucky.

Asian-Americans are the third largest underrepresented group on campus each year since 2010 holding steady at 0.9% with a 0.6% AGR. The representation of American Indian/Alaskan Native and Native Hawaiian/Other Pacific Islander students in both the AGR and at MuSU is less than 0.5% during all three evaluation periods.

**TABLE 2: MEASURABLE OBJECTIVES FOR GRADUATE STUDENT ENROLLMENT**

<table>
<thead>
<tr>
<th>Graduate Enrollment</th>
<th>2010 data based on GR enrollment of 1,987</th>
<th>2011 data based on GR enrollment of 1,959</th>
<th>2012 data based on GR enrollment of 1,911</th>
<th>AGR/ 2015 Target/ Gap</th>
<th>Status (On Target or Developing)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. African-American/Black</td>
<td>6.7%/133</td>
<td>7.2%/141</td>
<td>6.5%/127</td>
<td>9.4%/6.9%/ -2.7%</td>
<td>Developing</td>
</tr>
<tr>
<td>2. American Indian/Alaskan</td>
<td>0.2%/3</td>
<td>0.2%/3</td>
<td>.02%/3</td>
<td>N/A/**/Not available</td>
<td>Developing</td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>-----------</td>
<td>-----------</td>
<td>-----------</td>
<td>-----------</td>
<td>------------</td>
</tr>
<tr>
<td><strong>Native</strong></td>
<td>1.1%/21</td>
<td>0.8%/16</td>
<td>1.3%/25</td>
<td>2.6%/1.3%/-1.5%</td>
<td>Developing</td>
</tr>
<tr>
<td><strong>Hispanic/Latino</strong></td>
<td>0.1%/1</td>
<td>0.1%/2</td>
<td>.01%/1</td>
<td>0.1%/**/-0.2%</td>
<td>On Target</td>
</tr>
<tr>
<td><strong>Native Hawaiian/Pacific Islander</strong></td>
<td>0.1%/1</td>
<td>0.1%/2</td>
<td>.01%/1</td>
<td>0.1%/**/-0.2%</td>
<td>On Target</td>
</tr>
<tr>
<td><strong>Total for 1-4 Above</strong></td>
<td>7.9%/158</td>
<td>8.8%/172</td>
<td>8.0%/156</td>
<td>----</td>
<td>----</td>
</tr>
<tr>
<td><strong>Asian-American</strong></td>
<td>0.9%/18</td>
<td>0.9%/18</td>
<td>0.9%/17</td>
<td>0.6%/**/0.3%</td>
<td>Developing</td>
</tr>
</tbody>
</table>

*In the absence of a negative gap, the combined rate for the identified underrepresented groups is equal to or greater than the overrepresented group and will serve as the metric for progress.*

**In the presence of a negative gap, the institution will continue to work to reduce the gap of the identified group unless a gap is less than 1%.

**PROGRESS FOR STUDENT SUCCESS/CLOSING THE ACHIEVEMENT GAP**

All retention objectives are a comparison of primary underrepresented groups to the majority group, excluding Unknown and Nonresident Alien. MuSU is using the fall 2009 cohort to establish retention objectives. As mentioned previously, the first phase of the Plan will focus on three primary groups: African-American/Black, Hispanic/Latino, and Asian-American. MuSU is under no illusions that diversity is achieved solely by increasing a campus population proportionately representative of the aforementioned targeted groups. However, it is the hope that in implementing the Plan for the retention and development of the three targeted groups, MuSU will learn, develop and refine future initiatives that will assist in achieving diversity goals for all students, faculty, and staff at MuSU. While the 1\textsuperscript{st} to 2\textsuperscript{nd} year retention figures have decreased since 2010, both 2011 and 2012 demonstrated a return to a positive upward trend for African-American/Black populations. The American Indian/Alaska Native and Native Hawaiians/Pacific Islander populations represent such a small portion of the population in the service region and therefore will not be measured given low or no representation. Noticeable of the minority populations is the Asian American group which has enjoyed a retention rate of 68% and above for all three evaluation periods.
### TABLE 3. MEASURABLE OBJECTIVES FOR STUDENT RETENTION 1ST TO 2ND YEAR

<table>
<thead>
<tr>
<th>Undergraduate Student Retention 1st to 2nd Year</th>
<th>Fall 2009 Cohort</th>
<th>Retained Fall 2010</th>
<th>Retention rate</th>
<th>Fall 2010 Cohort</th>
<th>Retained Fall 2011</th>
<th>Retention rate</th>
<th>Fall 2011 Cohort</th>
<th>Retained Fall 2012</th>
<th>Retention rate</th>
<th>To be reviewed in 2015/Status (Developing; On Target)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. White</td>
<td>1141</td>
<td>816</td>
<td>71.5%</td>
<td>1173</td>
<td>850</td>
<td>72.5%</td>
<td>1285</td>
<td>913</td>
<td>71.1%</td>
<td>The over-represented (White) retention rate is 71.5%</td>
</tr>
<tr>
<td>2. African-American/Black</td>
<td>83</td>
<td>59</td>
<td>71.1%</td>
<td>108</td>
<td>65</td>
<td>62.2%</td>
<td>132</td>
<td>83</td>
<td>62.9%</td>
<td>In comparison to the over-represented, the African-American/Black gap is -0.4%. Target is ** Target: Developing</td>
</tr>
<tr>
<td>3. Am. Indian/Alaskan Nat.</td>
<td>4</td>
<td>4</td>
<td>100%</td>
<td>8</td>
<td>5</td>
<td>62.5%</td>
<td>2</td>
<td>1</td>
<td>50.0%</td>
<td>In comparison to the over-represented, there is no gap for American Indians/Alaska Natives. Target is ** Target: Developing</td>
</tr>
<tr>
<td>4. Hispanic/Latino</td>
<td>17</td>
<td>13</td>
<td>76.4%</td>
<td>25</td>
<td>17</td>
<td>68%</td>
<td>29</td>
<td>18</td>
<td>62.1%</td>
<td>In comparison to the over-represented, the Hispanic/Latino gap is 4.9%. Target is 71.5% or &gt; Target: Developing</td>
</tr>
<tr>
<td>5. Nat. Hawaiian/Pac. Islander</td>
<td>0</td>
<td>0</td>
<td>N/A</td>
<td>1</td>
<td>1</td>
<td>100%</td>
<td>1</td>
<td>0</td>
<td>0.0%</td>
<td>In comparison to the over-represented, there is no gap for American Indians/Alaska Natives. Target is ** Target: Developing</td>
</tr>
<tr>
<td>Total for 4 Underrepresented groups above</td>
<td>100</td>
<td>72</td>
<td>72.0%</td>
<td>142</td>
<td>88</td>
<td>62%</td>
<td>164</td>
<td>102</td>
<td>62.2%</td>
<td>No total is required</td>
</tr>
<tr>
<td>Other Group(s) ID by Institution</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>In comparison to the over-represented, the Asian-American gap is -3.1%. Target is 68.4% or&gt; Target: On Target</td>
</tr>
<tr>
<td>Asian-American</td>
<td>19</td>
<td>13</td>
<td>68.4%</td>
<td>9</td>
<td>8</td>
<td>89%</td>
<td>6</td>
<td>5</td>
<td>83.3%</td>
<td>In comparison to the over-represented, the Asian-American gap is -3.1%. Target is 68.4% or&gt; Target: On Target</td>
</tr>
</tbody>
</table>
1. Each campus-based plan shall implement a system of institutional accountability by using metrics that are specific and measurable. (Policy, page 3, bullet 2.)
2. Underrepresented racial/ethnic minority categories are African-American/Blacks, American Indian/Alaskan Native, Hispanic/Latino, and Native Hawaiian/pacific Islander.
3. In the absence of a negative gap, the rate for the identified underrepresented group is equal to or greater than the overrepresented group and will serve as the metric for progress. *
4. In the presence of a negative gap, the institution will continue to work to reduce the gap of the identified group unless a gap is less than 1%. **

### TABLE 4. MEASURABLE OBJECTIVES FOR STUDENT RETENTION 2ND TO 3RD YEAR

<table>
<thead>
<tr>
<th>Undergraduate Student Retention 2nd to 3rd Year</th>
<th>Fall 2008 Cohort</th>
<th>Retained Fall 2010</th>
<th>Retention rate</th>
<th>Fall 2010 Cohort</th>
<th>Retained Fall 2011</th>
<th>Retention rate</th>
<th>Fall 2010 Cohort</th>
<th>Retained Fall 2012</th>
<th>Rate</th>
<th>To be reviewed in 2015/Status (Developing; On Target)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. White</td>
<td>1231</td>
<td>791</td>
<td>64.3%</td>
<td>1244</td>
<td>900</td>
<td>72.3%</td>
<td>1141</td>
<td>729</td>
<td>63.9%</td>
<td>The over-represented (White) retention rate is 64.3%</td>
</tr>
<tr>
<td>2. African-American/Black</td>
<td>115</td>
<td>73</td>
<td>63.5%</td>
<td>115</td>
<td>82</td>
<td>71.3%</td>
<td>89</td>
<td>46</td>
<td>51.7%</td>
<td>In comparison to the over-represented, the African-American/Black gap is 0.8%. Target is <strong>Target: On Target</strong></td>
</tr>
<tr>
<td>3. Am. Indian/Alaskan</td>
<td>5</td>
<td>1</td>
<td>20.0%</td>
<td>5</td>
<td>4</td>
<td>80%</td>
<td>5</td>
<td>4</td>
<td>80.0%</td>
<td>In comparison to the over-represented, Am. Indian/Alaskan Nat. gap is -</td>
</tr>
</tbody>
</table>
### Nat.

<table>
<thead>
<tr>
<th>4. Hispanic/Latino</th>
<th>12</th>
<th>11</th>
<th>91.7%</th>
<th>12</th>
<th>12</th>
<th>100%</th>
<th>24</th>
<th>14</th>
<th>58.3%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target: On Target</td>
<td>In comparison to the overrepresented, the Hispanic/Latino gap is 27.4%. Target is 64.3% or &gt; Target: On Target</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5. Nat. Hawaiian/Pac. Islander</th>
<th>0</th>
<th>0</th>
<th>N/A</th>
<th>0</th>
<th>0</th>
<th>N/A</th>
<th>1</th>
<th>0</th>
<th>0.0%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target: Developing</td>
<td>There is no gap for Nat. Hawaiian/ Pac. Islander. Target is ** Target: Developing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total for 4 Underrepresented groups above</th>
<th>132</th>
<th>85</th>
<th>64.4%</th>
<th>132</th>
<th>98</th>
<th>74.2%</th>
<th>119</th>
<th>64</th>
<th>53.8%</th>
</tr>
</thead>
<tbody>
<tr>
<td>No total is required</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Other Group(s) ID by Institution

<table>
<thead>
<tr>
<th>Asian-American</th>
<th>11</th>
<th>8</th>
<th>72.7%</th>
<th>12</th>
<th>10</th>
<th>83.3%</th>
<th>16</th>
<th>9</th>
<th>56.3%</th>
</tr>
</thead>
<tbody>
<tr>
<td>In comparison to the overrepresented, the Asian-Am gap is 8.4%. Target is 64.3 or &gt; Target: On Target</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Socioeconomic - New Cohort - Fall 2010 First Time Freshman

<table>
<thead>
<tr>
<th>NA</th>
<th>Fall 2010 base</th>
<th>Fall 2011 base</th>
<th>Fall 2012 Base</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>608</td>
<td>659</td>
<td>633</td>
</tr>
</tbody>
</table>

1. Each campus-based plan shall implement a system of institutional accountability by using metrics that are specific and measurable. (Policy, page 3, bullet 2.)
2. Underrepresented racial/ethnic minority categories are African-American/Blacks, American Indian/Alaskan Native, Hispanic/Latino, and Native Hawaiian/pacific Islander.
3. In the absence of a negative gap, the combined rate for the identified underrepresented groups is equal to or greater than the overrepresented group and will serve as the metric for progress. *
4. In the presence of a negative gap, the institution will continue to work to reduce the gap of the identified group unless a gap is less than 1%. **
5. The cohort is too small to set a target.
A significant part of the institutional recruitment and retention efforts point to some of the signature initiatives from the Office of the Provost such as:

**Minority Graduate Fellowships** This program is a renewable fellowship for graduate students (preference given to Kentucky African-American/Blacks) to assist them through graduation. The recipients’ academic programs include, but are not limited to, public administration, creative writing, business administration, organizational communication, and occupational safety and health. In the fall of 2012, this fellowship consideration was extended also to the Hispanic/Latinos population.

**60/40 Graduate Assistantship Funding Program** In an effort to promote diversity across campus, Academic Affairs sponsors the 60/40 Program. This program aids any office seeking a qualified underrepresented minority (as defined by this Plan) graduate assistant by providing 60% of the student’s salary, leaving the remaining 40% for the department to cover. Funding preference is given to African-American/Black, Hispanic-American and other underrepresented groups from the regional service area.

The Division of Student Affairs consists of various offices that work in concert to ensure the success of all students, including multicultural and underrepresented student populations. Those offices and programs are listed below in the order they appear in the Plan:

**Enrollment Management Program Participation**

**College Fairs**
Cincinnati/Dayton, OH Multicultural College Fair (2010) to recruit for regional tuition; regional tuition disbanded as of Fall 2013
Louisville Urban League Youth Summit
HBCU Showcase of Schools College Fair
Latino/Multicultural College Fair & Leadership Conference
Southeast Campus Pride LGBT-Friendly College Fair

**Program Sponsorship**
Summer Orientation I-V
Racer Days I & II (Racer Day II Includes African-American Honors Day)
Student Bus-Ins to increase student enrollment from the 18-county service region

Whitney Young Scholars Summer Institute (2010)
Governor’s Minority Scholars (2004 to present)

Co-sponsored Paxton Scholars Program with the College of Education and Paducah Tilghman High School (2011, 2012) – ACT Prep
**Counselor Breakfast/Luncheons**
To enlist the support of the guidance counselors and equip them with key information about the university, the Office of Recruitment hosts counselor breakfast/luncheons which were focused in 2012-13 academic year in the areas of Lexington, KY; Memphis, TN; Louisville, KY; and the Paducah, KY /Western Kentucky area. This experience provides a solid opportunity to partner the recruiters with the guidance counselors to share information, field questions and help prepare the students for the successful navigation of the application process.

**Dessert Receptions**
The dessert reception efforts of the Office of Recruitment expose students to Murray State University external to the traditional “lunchroom/cafeteria” setting for which the students are accustomed and were focused in the following areas for the 2012-13 academic year: Evansville, IN; Fairview Heights, IL; Louisville, KY; Nashville, TN; Hopkinsville,KY; Huntsville, AL; Trigg County, KY; Owensboro, KY and St. Louis, MO.

**Office of Financial Aid, Scholarships and Diversity Scholarship Descriptions**

**DIVERSITY SCHOLARSHIPS**

**Dr. Marvin D. Mills Scholarship**
The Marvin D. Mills Scholarship is a renewable award which includes full tuition, housing and a meal plan for first-time freshmen with minimum 21 ACT Composite and minimum 3.0/4.0 Cumulative GPA. The award is for four years (eight consecutive semesters) or until Bachelor’s degree is obtained, whichever occurs first. Preference is given to Kentucky Residents who are African-American/Black. Recipients are expected to volunteer five hours per week as service hours. Students must maintain a 3.0 cumulative GPA in order to continue to receive the Dr. Marvin D. Mills Scholarship.

**Blue Diversity Scholarship**
This scholarship is a $2000 renewable scholarship for first-time freshmen minority students. Students must have a minimum 18 ACT composite and 2.75/4.0 cumulative GPA. This is renewable up to four years and preference given to Kentucky residents" African-American/Black. Recipients are expected to volunteer five hours per week as service hours.

**Gold Diversity Scholarship**
This scholarship is a $4000 renewable scholarship for first-time freshmen minority students. Students must have a minimum 21 ACT composite and 2.75/4.0 cumulative GPA. This is renewable up to four years and preference given to Kentucky residents" African-American/Black. Recipients are expected to volunteer five hours per week as service hours.

**Minority Teacher Scholarship**
This scholarship was established to increase the number of minority applicants in the teacher education area. OMA established a very active marketing campaign to attract minority applicants. Students who apply and qualify receive a $5,000 renewable scholarship.
**Income-Based Scholarships & Grants**

**Racer Advantage Grant**
This grant provides funding to potential students who have been identified in the low socio-economic category.

**International Student Scholarships**

**Global Outreach Scholarship**
The Murray State University Global Outreach Scholarships are awarded to international students automatically upon admission to a degree program. Undergraduate: Applicants who apply and are admitted into undergraduate programs are eligible to receive $5,000/year ($2,500 per semester) tuition reduction off nonresident rates. This scholarship is offered every semester of full time undergraduate enrollment and renewable upon satisfactory academic standing.

**International Leadership Scholarship**
The International Leadership Scholarships are awarded annually on a competitive basis to applicants who are citizens or permanent residents of countries outside the United States. It provides a waiver of the non-resident portion of MuSU tuition. The scholarship is renewable each semester (up to eight semesters for undergraduate study or up to four semesters for graduate study) on the condition that recipients maintain a grade point average of at least 2.5 in MuSU undergraduate degree programs or 3.2 in graduate degree programs. The scholarship may also be used during summer sessions at MuSU. Recipients will be eligible to seek on-campus employment of up to 20 hours per week while classes are in session, and full-time during academic breaks and vacations. Please note that receipt of the scholarship does not ensure the availability of on-campus employment, and recipients of the scholarship will be expected to contribute to and participate in intercultural programs on campus on request. Five (5) scholarships are offered per year.

**International ESL Scholarship**
This program is reserved for international students who take the ESL program at MuSU for at least one term prior to their degree program study. Students who have already met the English proficiency requirements but prefer to take the ESL Level 6/University Preparation for at least one term are also eligible. The ESL scholarships can be used in conjunction with Global Outreach Scholarships. Undergraduate: Total of $4,000 ($500/semester for a maximum of 8 semesters). Graduate: Total of $2,000 ($500/semester for a maximum of 4 semesters)

**Office of Multicultural Affairs (OMA) Programs**

**Connected 1st & 2nd Year Students**
This program promotes positive, caring relationships among students, faculty and staff and the MuSU community. Mentors assist students’ total growth by giving them support and direction. Students have the opportunity to be mentored from high school to the completion of their college degrees and beyond. Connected encourages students to take advantage of the
academic community and helps build their self-esteem and promote their success.

**Murray Academic Achievers Program (MAAP) 2nd & 3rd Year Students**
This is a structured retention-focused phase of the program for multicultural students emphasizing self-help. Students take the initiative to help themselves in areas that have been assessed as needing improvement. It involves a trained peer student staff, cognitive and non-cognitive assessments, study groups and workshops. Tutorial services, referrals and academic skills building workshops are provided. This phase focuses on students' studies and promotion of supportive relationships.

**African-American Heritage Gala**
The purpose of this program is to recognize and honor African Americans and others from the Western Kentucky Region for their contributions to their communities and to the Commonwealth of Kentucky. This program is sponsored by OMA and supported by the Dr. Marvin D. Mills and Eunice Mills Leadership Endowment. This program provides an opportunity for our diversity scholars to interact, engage and network with professionals from government, higher education, the community and corporate leaders across the Commonwealth. This program rotates between Murray, Paducah, and Hopkinsville to facilitate participation and involvement between these three communities, selected because MuSU has campuses in each.

**Hitimu (Graduation Ceremony)**
Office of Multicultural Affairs (OMA) has established a graduation ceremony for students of color. Hitimu is Swahili for graduate; finish education; complete; qualify or end. This word has been adopted as the theme of the ceremony to show pride in the students’ rich and diverse heritage. All graduating students receive an alumni pin, kente cloth and class picture. Students are also given an opportunity to share their educational and/or career aspirations with the audience. Following the ceremony MuSU Dining Services sponsors a dinner for all participants in the Winslow Dining Facility. Hitimu is celebrated in conjunction with MuSU’s December and May graduation ceremonies. This event is supported institutionally by the President, Vice Presidents, administrators and faculty and staff.

**Annual Diversity Achievement Awards Reception**
Held in April, the Diversity Achievement Awards Reception recognizes the academic achievements of both graduate and undergraduate students of color. Campus and community members are also recognized for their efforts to enhance diversity. This event began in 2006 and has grown significantly. Both students and parents support this event with their attendance. Among the faculty, staff, students, and family guests in attendance are representatives from the President’s Office, Provost/Vice President for Academic Affairs, Vice President for Student Affairs and the City of Murray Mayor’s Office.

**Multicultural Parents Advisory Council (MPAC)**
A select group of parents serve for two years on the council which meets twice a semester. MPAC serves as a forum for parents to keep the Director informed about the needs of multicultural parents. MPAC also serves as a support group for ESI and other Multicultural Center endeavors.
**Multicultural Student Roundtable (MSR)**

Fifteen to twenty students serve for a period of two years on a roundtable that meets once a month to discuss issues of multiculturalism and intercultural issues related to students. This group is the "eyes and ears" for the OMA. They talk to other students and advise the Director of the impact and effectiveness of programs and activities sponsored by the Multicultural Center.

**Multicultural Council -MC2**

The objective of the Multicultural Council-MC2 is to assist in coordinating activities for all multicultural-ethnic organizations and represent their needs to the Administration, Faculty, and Student Government Association.

**The Emerging Scholars Institute (ESI)—Mentoring & Retention Initiative**

The Emerging Scholars Institute is designed to assist students in making their academic and social transition from high school to college and beyond. The program consists of Transitional, Academic, and Leadership components. Approximately 80 students participate in this program annually. Funding per the Diversity Plan expected to be approved for fall 2013 pending a recommendation to Dr. Dunn, from the Presidents Diversity & Inclusion Committee.

**ESI-Advisory Board**

The ESI Advisory Board is made up of MuSU faculty, staff and administrators. The board meets quarterly to provide guidance to the ESI program. Members of the board also help promote the ESI program in their home departments among students and faculty.

**Connected 1st & 2nd Year Students**

This program promotes positive, caring relationships among students, faculty and staff and the MuSU community. Mentors assist students” total growth by giving them support and direction. Students have the opportunity to be mentored from high school to the completion of their college degrees and beyond. Connected encourages students to take advantage of the academic community and helps build their self-esteem and promote their success.

*We have seen a 40% increase in non-scholarship student participation in this program over the past year. There is a total of 126 freshman students enrolled in the program. We have reached out to the total number of freshman students of color (193). Tutoring is provided daily in OMA Office. Connected students meet bi-weekly with OMA staff and Peer Tutors.*

**Murray Academic Achievers Program (MAAP) 2nd & 3rd Year Students**

This is a structured retention-focused phase of the program for multicultural students emphasizing self-help. Students take the initiative to help themselves in areas that have been assessed as needing improvement. It involves a trained peer student staff, cognitive and non-cognitive assessments, study groups and workshops. Tutorial services, referrals and academic skills building workshops are provided. This phase focuses on students’ studies and promotion of supportive relationships.

(Suspended Fall 2010 due to limited resources will be reestablished fall 2013 pending funding)
**Find the Leader in You (FLY) 3rd & 4th Year Students**
This is the final phase of the Emerging Scholars Institute (ESI) and the student communication vehicle for the Dr. Marvin D. Mills Multicultural Center. MuSU multicultural students are assisted in finding internships, looking for job placement, and selecting graduate & professional schools. Top students are matched with an alumni mentor in the field they have chosen to pursue.

**Goals:**
- Increase % of Students of Color that graduate within a 6 year period
- Increase % of Students of Color that pursue Graduate or Professional School
- Enrolling first class of the Find the Leader in You (FLY) Spring 2013.

**Applications will be available November 15, 2013.**
(Suspended Fall 2010 due to limited resources will be reestablished fall 2013 pending funding)

**Nursing Student of Color Mentoring Program**
The Nursing Student of Color Mentoring Program (NSCMP) is a pilot program (Fall 2013) of the Emerging Scholar Institute designed to increase the number of African American and Hispanic students that are admitted into the nursing program. The target groups for the program are freshman and sophomore students with a declared major in nursing. (Student Initiated Project-Pilot Program Fall 2013)

**Goals:**
- Increase % of students of color admitted to the Nursing program within 2 years.
- Increase % of student of color that graduate from the Nursing program within 5 years.

**Diversity Scholars Program**
The Diversity Scholars Program is responsible for the development and implementation of programs, activities, and procedures designed to enhance the academic success, retention, and personal development of Marvin D. Mills and Diversity Scholars. The Diversity Scholars consist of students who are recipients of the Marvin D. Mills, Blue or Gold Diversity Scholarship and the Whitney Young Scholarship. Students receive mentoring (through the Emerging Scholars Institute), tutoring, academic advising, and attend workshops to ensure their success.

Merged into the Emerging Scholars Institute Fall 2012. Structured Academic Retention Program for Diversity Scholar Participants all Diversity Scholars are required to participate in the Emerging Scholars Institute. This program has had over a 70% six year graduation rate for the past 3 years.

<table>
<thead>
<tr>
<th>DIVERSITY SCHOLARS</th>
<th>OVERAL GPA BY SCHOLARSHIP TYPE</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCHOLARSHIP TYPE</td>
<td>2010</td>
</tr>
<tr>
<td>BLUE</td>
<td>2.91</td>
</tr>
<tr>
<td>GOLD</td>
<td>2.93</td>
</tr>
<tr>
<td>FULL MILLS</td>
<td>3.12</td>
</tr>
<tr>
<td>WHITNEY YOUNG</td>
<td>2.95</td>
</tr>
<tr>
<td>OVERALL</td>
<td>2.98</td>
</tr>
</tbody>
</table>
"Hump Nite" Study Tables Program (STP)—Retention initiative
This program is designed to assist students in developing good study habits. Study tables are conducted every Wednesday during the fall and spring semesters in the Curris Center Stables, Dance Lounge and Waterfield Library. Attendance records are maintained. Peer tutors and Faculty tutors are provided. Students are also referred to the Lower Center for assistance. STP is a requirement for all participants of Connected and the Diversity Scholars Program and is open to all students. Hump Night is a weekly group study session with peer & faculty tutors and refreshments. Attendance records and subject related study areas are maintained. Students receive up-to-date information about campus support services, programs and activities. Faculty and staff serve as tutors in various academic areas to include Math, Geosciences, English, Spanish and the Humanities. Students who need tutors not provided on Hump Nite are referred to the Lowry Center for assistance. STP is a requirement for all participants of Connected and is open to all students.

Increased peer (7) and faculty tutors (6) for bi-weekly group study tables session. 55-60 students attend Hump Nite each week. On odd weeks students study in the Waterfield Library. This program has grown over the past couple of years and shows promise to make an impact in the graduation rates with increased support. We have already seen its effects on retention. We have seen a 40% increase in non-scholarship student participation in this program over the past year. While a number of juniors and seniors participate in Study Tables/Hump Nite it is not currently a requirement for them to attend.

Performing Arts Company: Various. Inspirational Talents Artistically Labeled (V.I.T.A.L.)
Students have an opportunity to get involved in a dance company to showcase their talents. V.I.T.A.L performs for various events on and off campus. Program discontinued in the Spring of 2011.

GRADUATION RATES
MuSU is using the fall 2004 cohort to provide graduation rates for fall 2010; 2005 cohort for the fall 2011 and 2006 cohort for the fall 2012. The graduation rate is a comparison of primary underrepresented groups to the majority group, excluding Unknown and Nonresident Alien. It is the hope that in implementing the Plan for the graduation rates, MuSU will learn and develop future initiatives that will assist in achieving diversity goals for all students.

The graduation rates are measured in terms of a six year period often referred to as a six year graduation rate. The students tracked must have started as freshmen in the cohort year and graduate within six years post-start.
In reviewing the graduation rates for 2011 in comparison to 2012, the overall graduation rates increased, especially for the populations of African American/Black and American Indian. The populations of Hispanic/Latinos and Asian did experience a slight decline. The Measurable Objectives for Graduation Rates are listed in Table 5.
<table>
<thead>
<tr>
<th>Undergraduate Graduation Rates</th>
<th>Cohort 2004</th>
<th>Conferr ed in 6 years</th>
<th>Cohort 2005</th>
<th>Confer red in 6 years</th>
<th>Cohort 2006</th>
<th>Conferred in 6 years</th>
<th>Rate</th>
<th>To be reviewed in 2015</th>
<th>Status (On Target, Developing)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. White</strong></td>
<td>1281</td>
<td>696 (54.3%)</td>
<td>1306</td>
<td>702 (53.8%)</td>
<td>1221</td>
<td>675</td>
<td>55.3%</td>
<td>The over-represented (White) graduation rate is 54.3%</td>
<td>Developing</td>
</tr>
<tr>
<td><strong>2. African-American/Blacks</strong></td>
<td>77</td>
<td>34 (44.2%)</td>
<td>80</td>
<td>31 (38.8%)</td>
<td>87</td>
<td>39</td>
<td>44.8%</td>
<td>The graduation rate for AA is 44.2%. In comparison to the over-represented, the AA gap is -10.1%. Target is 46.0%</td>
<td>Developing</td>
</tr>
<tr>
<td><strong>3. Am. Indian/Alaska Nat.</strong></td>
<td>8</td>
<td>4 (50.0%)</td>
<td>6</td>
<td>0 (0.0%)</td>
<td>7</td>
<td>4</td>
<td>57.1%</td>
<td>The graduation rate for Am. Indian/Alaska Nat. is 50.0%. In comparison to the over-represented, the Indian/Alaskan Nat. gap is -4.3%. Target is ***</td>
<td>Developing</td>
</tr>
<tr>
<td><strong>4. Hispanic/Latino</strong></td>
<td>9</td>
<td>6 (66.7%)</td>
<td>8</td>
<td>4 (50.0%)</td>
<td>21</td>
<td>10</td>
<td>47.6%</td>
<td>The graduation rate for Hispanic/Latino is 66.7%. In comparison to the over-represented, the Hispanic/Latino gap is 12.4%. Target is 54.3% or &gt;</td>
<td>Developing</td>
</tr>
<tr>
<td><strong>5. Nat. Hawaiian/Paci. Islander</strong></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>In comparison to the over-represented group, there is no gap for Nat. Hawaiian/Paci. Islander. Target is **</td>
<td>Developing</td>
</tr>
<tr>
<td><strong>Total for 4 Underrepresented groups above</strong></td>
<td>94</td>
<td>44 (46.8%)</td>
<td>94</td>
<td>35 (37.2%)</td>
<td>115</td>
<td>53</td>
<td>46.1%</td>
<td>No total is required</td>
<td></td>
</tr>
<tr>
<td><strong>Other Group(s) ID by Institution</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Asian-American</strong></td>
<td>13</td>
<td>7 (53.8%)</td>
<td>14</td>
<td>8 (57.1%)</td>
<td>10</td>
<td>3</td>
<td>30.0%</td>
<td>The graduation rate for Asian-American is 53.8%. In comparison to the over-represented, the Asian-American gap is -0.5%. Target is **</td>
<td>Developing</td>
</tr>
<tr>
<td><strong>Socio-Economic -</strong></td>
<td>NA</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1. Each campus-based plan shall implement a system of institutional accountability by using metrics that are specific and measurable. (Policy, page 3, bullet 2.)
2. Underrepresented racial/ethnic minority categories are African-American/Blacks, American Indian/Alaskan Native, Hispanic/Latino, and Native Hawaiian/pacific Islander.
3. In the absence of a negative gap, the combined rate for the identified underrepresented groups is equal to or greater than the overrepresented group and will serve as the metric for progress. *
4. In the presence of a negative gap, the institution will continue to work to reduce the gap of the identified group unless a gap is less than 1%. **
The cohort is too small to set a target. ***
The Office of Multicultural Affairs (OMA) provides programming and services designed to address the curricular and co-curricular needs of our multicultural student population, to help them adjust to campus life and enjoy a successful college career. OMA seeks to enhance the retention, success, and graduation rates for multicultural students at Murray State University. Specifically, OMA seeks to address the achievement gap between African American students, Hispanic Students, and White Non-Hispanic Students, as measured by retention and graduation rates. Initiatives are closely tied to student success and will continue to be emphasized by two goals: (1) Continue to expand programming efforts designed to assist multicultural students during their first year in college and (2) Continue and expand programming efforts designed to provide access to academic and cultural support services, and mentoring support to multicultural students. OMA has experienced an increase in student participation in their programs and provides tutoring daily in the office as well as staff and peer meetings. OMA also provides a 2\textsuperscript{nd} to 3\textsuperscript{rd} year student program and a 3\textsuperscript{rd} to 4\textsuperscript{th} year program both designed at retaining students and increasing the graduation rate within a 6 year period.

----------------------------------------

DEGREES CONFERRED

In terms of a definition, a degrees conferred figure includes degrees of all individuals who complete a degree. This body of students is comprised of part-time, transfer, adult, etc. students. These numbers will increase as the overall enrollment for the institution increases. The Measurable Objectives for Degrees Conferred are listed in Table 6. The results of implementation of the Plan will have a correlation to the degrees conferred; MuSU will learn and develop other initiatives, if necessary that will assist in achieving diversity goals. In a review of the degrees conferred, MuSU made increasing progress with the African-American/Black (6.5%), Hispanic/Latino (1.0%) and Asian groups (1.0%). The American Indian/Alaska Native, and Native Hawaiian/Pacific Islander groups did not make progress. The Office of Student Affairs will continue to monitor the six-year graduation rates for underrepresented students and counsel with those students who experience difficulty in finishing their academic programs within six years.
## TABLE 6. MEASURABLE OBJECTIVES FOR DEGREES CONFERRED

<table>
<thead>
<tr>
<th>Degrees Conferred</th>
<th>AY 2009-10 Degrees Conferred 2185</th>
<th>AY 2010-11 Degrees Conferred 2217</th>
<th>AY 2011-12 Degrees Conferred 2278</th>
<th>To be reviewed in 2015</th>
<th>Status (On Target or Developing)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. White</td>
<td>1883/92.0%</td>
<td>1886/85.1%</td>
<td>1885/82.7%</td>
<td>92.0%</td>
<td></td>
</tr>
<tr>
<td>2. African-American/Black</td>
<td>126/6.2%</td>
<td>137/6.2%</td>
<td>147/6.5%</td>
<td>6.2%</td>
<td>On Target</td>
</tr>
<tr>
<td>3. Am. Indian/Alaskan Nat.</td>
<td>8/0.4%</td>
<td>7/0.3%</td>
<td>5/0.2%</td>
<td>0.4%*</td>
<td>Developing</td>
</tr>
<tr>
<td>4. Hispanic/Latino</td>
<td>21/1.0%</td>
<td>21/0.9%</td>
<td>22/1.0%</td>
<td>1.0%</td>
<td>On Target</td>
</tr>
<tr>
<td>5. Nat. Hawaiian/Pac. Islander</td>
<td>0 Different Classification</td>
<td>0</td>
<td>0</td>
<td>---</td>
<td></td>
</tr>
</tbody>
</table>

| Total for 4 Underrepresented groups above 155 |  | 174 | No total is required |

| Other Group(s) ID by Institution | Asian-American | 16/0.8% | 18/0.8% | 24/1.0% | This figure will increase | On Target |

1. Each campus-based plan shall implement a system of institutional accountability by using metrics that are specific and measurable. (Policy, page 3, bullet 2.)
2. Underrepresented racial/ethnic minority categories are African-American/Blacks, American Indian/Alaskan Native, Hispanic/Latino, and Native Hawaiian/Pacific Islander.
3. The cohort is only 8 people.*

---

**STUDENT DEGREES/CREDENTIALS CONFERRED/STEM-H**

While MuSU takes an interest in the STEM-H areas and seeks to partner students with the STEM-H academic areas, there were no established goals or objectives for this item in our CPE Approved Diversity Plan. Despite the absence of established goals or objectives, our academic college of Science Engineering and Technology (CSET) employs the following initiatives to foster interest in the STEM programs and partnering with students:

- CSET has provided scholarship funds for student study abroad experiences that foster the development and appreciation of intercultural skills.
- CSET Dean delivered a presentation to students in the IIS English Language Institute, informing them of the CSET mission and the academic programs available to them through the college.
- CSET Dean serves on McNair Scholars Advisory Board, a program to promote graduate study among those from diverse populations.
- CSET has faculty representation on the President’s Commission on Diversity, providing input on campus policies and institutional initiatives on diversity.
- CSET faculty and staff support MSU’s Office of Multicultural Affairs by participating in tutoring sessions and other student support programs.
- Several CSET faculty serve as advisors and mentors to international student groups (Korean, Saudi, Indian, etc.)
- CSET departments are encouraged to identify underrepresented populations for graduate fellowship support.
- CSET departments participate in student recruitment/development activities that target underrepresented populations. (ex., McNair Scholars, Girls in Engineering, Cybercave, West Kentucky Girls STEM Alliance, Women in Telecomm, Adventures in Math and Science (AIMS), Gear Up, Society of Women Engineers, etc.)
- CSET Dean supports MSU’s efforts at the SREB Compact for Faculty Diversity Institute on Teaching and Mentoring. This conference brings together several hundred doctoral scholars from underrepresented groups to provide professional preparatory programs and exposure to academic employment opportunities. As an official recruiting agent at this conference, Murray State is able to make contact with potential applicants for future faculty vacancies. The costs for this activity are covered by the CPE, MSU’s President and Provost, and CSET.
- CSET hiring committees are encouraged to be mindful of the need for an appropriately diverse faculty, and comply with all OEO policies. CSET ensures that faculty vacancies are advertised in publications that should garner a large and diverse pool of applicants.
- CSET hiring committees seek to represent diverse faculty/staff members.
- CSET faculty are encouraged to strengthen partnerships with the Office of Retention to increase the early detection of students who struggle in their academic progress. This includes use of the new MAPWorks® reporting system for at-risk students.
- CSET has employed a coordinator for outreach and engagement, charged with recruitment and retention initiatives to all students, including those in targeted and underrepresented populations.
• CSET faculty and staff members participate in MSU’s Black Faculty and Staff Association (BFSA), with a CSET faculty member currently serving as an officer.

• A CSET faculty member (Dr. Maeve McCarthy, Math) serves in a two-year appointment as Executive Director of the Association for Women in Mathematics.

• CSET supports staff in attending the Kentucky Association of Blacks in Higher Education (KABHE).

• CSET leadership works to ensure that working conditions for faculty and staff in their respective areas are fair and conducive to successful retention and promotion.

Additionally, our College of Health Sciences and Human Studies (HSHS) also seeks to promote interest, bolster recruitment and retention efforts in the STEM-H areas with the following initiatives:

• The College of HSHS awarded a new scholarship effective Fall 2011 and 2012. Minority status, along with additional criteria set forth in the scholarship, will be utilized in determination of the final student selection.

• During the Freshman Orientation classes each fall, a survey is administered with questions regarding retention help and specific needs of students within the College.

• Since the Fall 2010, all transfer students into the College were contacted through e-mail and offered an opportunity to attend a social gathering to get to know one another.

• All faculty members are encouraged to report mid-term grades for upper level classes when a student is performing poorly.

• Since the 2010-11 academic year, the College developed and maintains a Facebook page. Pictures of a diverse group of students from each program within the college are posted on a regular basis as they are involved in university activities. Many students have “friended” the HSHS page and log on regularly.

• All faculty members are encouraged to file retention alert forms for those performing poorly or missing class regularly.

• A designated faculty member within the Social Work program with focused efforts on minority recruitment for the major.
• All graduate coordinators in the College are encouraged to consider minority applicants when admitting students to selective programs.

• HSHS works closely with the Office of Recruitment (OR) to target minorities interested in programs within the College with three specific initiatives:
  • E-mails are sent to all minorities who have been identified by OR.
  • Notification to Chairs and/or Program Coordinators are sent from the College encouraging appropriate faculty to contact all students, but especially minorities, when an interest has been shown in a specific program.
  • A representative from the College of HSHS travels to targeted communities with a high number of minorities, with the OR, when making high school visits or dessert receptions (i.e. Louisville).

UNDERGRADUATE STUDENT TRANSFER FROM KCTCS TO 4-YEAR INSTITUTIONS

While this is not a required item within the Statewide Policy, MuSU understands that responding to the needs of the Undergraduate Student Transfer will play an important role in increasing the number of students who earn bachelor’s degrees in the Commonwealth. It is MuSU’s intention to specifically address transfer issues in the next phase of the Diversity Plan. In conversation with the Office of Enrollment Management, the Registrar’s Office, and Transfer Center, MuSU will develop a plan and build an infrastructure to track undergraduate transfers as they continue to matriculate toward graduation. Currently, the Transfer Center provides support services for student transfers. Within the plan, MuSU will continue to develop partnerships and begin building bridges with KCTCS, specifically, West Kentucky Community & Technical College, Henderson Community College, Madisonville Community College, and Hopkinsville Community College to enhance and improve the transfer pipeline into Murray State. During this evaluation period, MuSU is in the research stages of developing a plan to track undergraduate transfers toward graduation. Further, MuSU is working with the community colleges closest in proximity to begin rebuilding partnerships for the benefit of the students and the universities. Table 7 provides figures for first time transfers from KCTCS.
TABLE 7. FIRST TIME TRANSFERS FROM KCTCS

<table>
<thead>
<tr>
<th>Degrees Conferred</th>
<th>AY 2009-10</th>
<th>AY 2010-11</th>
<th>AY 2011-12</th>
<th>AY 2012-13</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. White</td>
<td>269</td>
<td>282</td>
<td>299</td>
<td>313</td>
</tr>
<tr>
<td>3. Am. Indian/Alaskan Nat.</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>4. Hispanic/Latino</td>
<td>8</td>
<td>3</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>5. Nat. Hawaiian/Pac. Islander</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Total for 4 Underrepresented groups above</td>
<td>23</td>
<td>24</td>
<td>38</td>
<td>45</td>
</tr>
<tr>
<td>Other Group(s) ID by Institution</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian-American</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

OMA Clubs and Special Interest Groups

* Somo Los Maximo: Hispanic/Latino Club
* CelebrAsian: Asian Club
* Sister II Sister: Special Interest Group for Women
* Brother II Brother: Special Interest Group for Men

The mission of the clubs and special interest groups is to enrich the lives of multicultural students by providing them with an opportunity to network and socialize with each other. Activities are designed to educate the students and celebrate with them their unique cultures and interests. They help to develop and strengthen students' self-esteem, social and leadership skills by allowing them to display their talents and meeting other students within their cultural group or special interest.
Student Organizations Supported by OMA

Black Student Council
Black Student Council is a registered student organization at MuSU, for African-American/Black students and other students that are concerned with issues on campus and in the community concerning African-American/Black students. Meetings include time to announce and prepare for events hosted by BSC with ranging themes from social to informative to community service. There is also a "Public Forum" during every meeting that allows time for individuals from other organizations, departments, campus administration, and the community to address the council about any upcoming events, concerns, or issues. During this time members are welcome to address any questions or concerns pertaining to student life on campus to any attending faculty and staff.

Alliance–Lesbian, Gay, Bisexual, Transgendered (LGBT)
Alliance is a registered student organization at MuSU. It is a group of diverse individuals who come together to support one another as a family. Alliance strives to provide a safe space for anyone, as well as provide the necessary resources and support for LGBT students.

Women’s Center Programs
Growing into Respected Outstanding Women (G.R.O.W.)
Growing into Respected Outstanding Women (G.R.O.W.) is a mentoring program through the MuSU’s Women’s Center. The program pairs 15 undergraduate women leaders with girls from Calloway County Middle School. The G.R.O.W. program will be entering its fourth year at MuSU. The program is designed to foster personal growth and develop leadership skills in middle school girls through positive female role-modeling.

Crazy in Love
The purpose of this program is to educate students on the effects of dating violence. Students explore the lives and relationships of two people in "love" and are challenged to see if they can spot the red flags of dating violence.

Room with a View
During this program, students walk through a fictitious student’s dorm room to observe how he/she attempts to cope with an eating disorder. After walking through, students get a better understanding of the signs and symptoms of an eating disorder in order to help others.

B.E. S.A.F.E. Week
One week in September is devoted to educating, preventing, and raising awareness about sexual assault. Activities that have occurred in the past during the week include the Clothesline Project, a mock rape trial, a panel discussion, and a candlelight march.

Eating Disorders Awareness Week
Each spring, the Center sponsors a week devoted to raising awareness and educating college students about body image issues and eating disorders.

Student Affairs Offices
Career Services & Cooperative Education
The goal of the Career Services staff is to assist students and alumni in finding employment
while in school and following graduation. Through several cooperative education and internship, Career Services assists students and alumni in finding the right employment opportunity. It also receives many cooperative education and permanent employment opportunities, and maintains a list of part-time positions for both on-and-off campus employers.

**Student Disability Services**
The Office of Student Disability Services (OSDS) is designed to coordinate and administer services and accommodations for students with documented disabilities. In doing so, OSDS will review disability documentation, meet with students to determine appropriate reasonable accommodations, and work with other areas on campus to implement services.

**Other Student Affairs Offices**
- Counseling & Testing Center
- Dining Services and Racer Hospitality
- University Store
- TRIO Programs (Upward Bound, Adventures in Math and Science)
- Campus Recreation
- Career Services & Cooperative Education
- Commuter Services
- Student Health Services
- Student Support Services
PROGRESS FOR WORKFORCE DIVERSITY

In a diverse workplace, a wide range of behaviors, attitudes, and perceptions, some subtle, can impact the way people interact and work with one another. The community within must strive to navigate the challenges that can result from individual differences and realize the opportunities afforded by a richly diverse workforce. MuSU endeavors to make full use of the ideas, talents, experiences, and perspectives of all employees at every level of the organization, because doing so propels the University towards excellence. MuSU can gain strength through the individual differences of its workforce. However, it will be successful only if an effort is made by each member of the community. MuSU will consider the analysis of the 2010 Affirmative Action Plan (AAP) as its initial review of the workforce, and utilize any revealed deficiencies as baseline data. The baseline data will assist MuSU in piloting its workforce goals over the next year. The AAP employment data mirrors data submitted to the Integrated Postsecondary Education Data System (IPEDS).

FACULTY, PROFESSIONAL (EXEMPT) STAFF, EXECUTIVE/ADMINISTRATIVE/MANAGERIAL

MuSU recognizes that the demographics of the geographic area surrounding the campus limit opportunities to diversify Executive/Administrative/Managerial, Faculty, and Professional (Exempt) Staff. As a result, exempt level positions are hired from external search processes utilizing a national applicant pool wherein hiring units are required to advertise in venues that will garner a large and diverse pool of applicants. At the same time, MuSU is astutely cognizant of its semi-geographic isolation, which provides a realistic challenge to the ability to recruit and retain faculty and staff who are members of underrepresented groups.

While comparative data are not available for all diverse categories, MuSU does know that in terms of racial/ethnic diversity, some review of strategy and/or initiatives is needed. The current employment data for Faculty, and Professional (Exempt) Staff, and Executive/Administrative/Managerial are listed in the subsequent Tables 7, 8 and 9. The achievement of the measurable objectives will depend on the opportunities to fill advertised vacancies and the diversity of the applicant pool. For faculty, the African-American/Black category made progress in 2011 toward the established target however 2012 experienced
several retirements of its faculty which diminished the number of faculty we have on campus. and the Hispanic/Latino and Native Hawaiian/Pacific Islander figures were steady for the period. The Asian American and American Indian/Alaskan Native faculty members are moving steadily toward their targets.
### TABLE 8. MEASURABLE OBJECTIVES FOR FACULTY

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Based on IPEDS Fall 2010 Faculty count of 413</th>
<th>Based on IPEDS Fall 2011 Faculty count of 430</th>
<th>Based on IPEDS Fall 2012 Faculty count of 423</th>
<th>To be reviewed in 2015</th>
<th>Status (On Target, Developing)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. White</td>
<td>347</td>
<td>359 (83.5%)</td>
<td>353 (83.5%)</td>
<td></td>
<td>Over-represented (White) faculty is 84.0%.</td>
</tr>
<tr>
<td>2. African-American/Black</td>
<td>12</td>
<td>14 (3.3%)</td>
<td>8 (1.9%)</td>
<td></td>
<td>In comparison to the over-represented, the AA gap is -81.1%. Target is 17</td>
</tr>
<tr>
<td>3. Am. Indian/Alaskan Nat.</td>
<td>2</td>
<td>3 (0.7%)</td>
<td>3 (0.7%)</td>
<td></td>
<td>In comparison to the over-represented, the American Indians/Alaska Nat. gap is -83.5%. Target is ***</td>
</tr>
<tr>
<td>4. Hispanic/Latino</td>
<td>3</td>
<td>3 (0.7%)</td>
<td>4 (0.9%)</td>
<td></td>
<td>In comparison to the over-represented, the Hispanic/Latino gap is -83.3%. Target is 5</td>
</tr>
<tr>
<td>5. Nat. Hawaiian/Pac. Islander</td>
<td>0</td>
<td>0</td>
<td>3 (0.7%)</td>
<td></td>
<td>There is no gap for Nat. Hawaiian/Pac. Islander. Target is ***</td>
</tr>
<tr>
<td>Total for 4 Underrepresented groups above</td>
<td>17</td>
<td>20</td>
<td>18</td>
<td></td>
<td>No total is required</td>
</tr>
<tr>
<td>Other Group(s) ID by Institution</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian-American</td>
<td>13</td>
<td>17 (4.0%)</td>
<td>18 (4.3%)</td>
<td></td>
<td>In comparison to the over-represented, the Asian-Am gap is -83.5%. Target is ***</td>
</tr>
</tbody>
</table>

1. Each campus-based plan shall implement a system of institutional accountability by using metrics that are specific and measurable. (Policy, page 3, bullet 2.)
2. Underrepresented racial/ethnic minority categories are African-American/Blacks, American Indian/Alaskan Native, Hispanic/Latino, and Native Hawaiian/Pacific Islander.
3. In the absence of a negative gap, the combined rate for the identified underrepresented groups is equal to or greater than the overrepresented group and will serve as the metric for progress. *
4. In the presence of a negative gap, the institution will continue to work to reduce the gap of the identified group unless a gap is less than 1%. **
5. Base is too small to set a target. ***
Table 8B. FULL time faculty TENURE STATUS

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Total Faculty</th>
<th>Tenured Faculty all</th>
<th>Tenured Faculty Minorities</th>
<th>Tenured Faculty African American</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-11</td>
<td>401</td>
<td>197</td>
<td>24</td>
<td>6</td>
</tr>
<tr>
<td>2011-12</td>
<td>421</td>
<td>200</td>
<td>26</td>
<td>7</td>
</tr>
<tr>
<td>2012-13</td>
<td>423</td>
<td>208</td>
<td>35</td>
<td>5</td>
</tr>
</tbody>
</table>

Source: Office of the Provost and Institutional Research

For Professional (exempt) staff, the African-American/Black, Hispanic/Latino and American Indian/Alaskan Native categories made progress toward the established target and the Asian figures were steady for the Fall 2011 period, however, changes in IPEDS categorizations shifted our faculty and staff figures significantly since the SOC Codes so widely disperses the institutional workforce. The IPEDS recategorization requirements in the Fall 2012 period cost institutions their ability to effectively track its workforce in the manner as established under the Diversity Plan. Many institutions struggled with the recategorization requirements since the SOC codes do not closely mirror the types of jobs found in higher education. In fact, there were several positions that were placed in categories as a result of the absence of a more appropriate fit. There is concern that when the CPE begins to evaluate institutions that the evaluation will be unequal since each institution has participated in an “educated guess” effort in an attempt to appropriately place each member of the workforce into a SOC category. Since the Fall 2012 figures are without a comparable or crosswalk, the figures are subsequently reported separately for the period in Table 11. Institutionally, we are suspending the assignment of a “status” given the redistribution of the workforce. The institution has a commitment to work to increase the representation of minorities overall for the Fall 2013 period.
<table>
<thead>
<tr>
<th>Professional (Exempt) Staff</th>
<th>Based on IPEDS Fall 2010 Professional count of 298</th>
<th>Based on IPEDS Fall 2011 Professional count of 308</th>
<th>To be reviewed in 2015</th>
<th>Status (On Target, Developing)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. White</td>
<td>264</td>
<td>266 (86.4%)</td>
<td>Over-represented (White) Exempt staff is 88.6%</td>
<td></td>
</tr>
<tr>
<td>2. African-American/Black</td>
<td>23</td>
<td>27 (8.8%)</td>
<td>In comparison to the over-represented, the AA gap is -80.9%. Target is 28</td>
<td>Developing</td>
</tr>
<tr>
<td>3. Am. Indian/Alaskan Nat.</td>
<td>0</td>
<td>1 (0.3%)</td>
<td>There is no gap for American Indians/Alaska Natives Target is ***</td>
<td>On Target</td>
</tr>
<tr>
<td>4. Hispanic/Latino</td>
<td>1</td>
<td>2 (0.6%)</td>
<td>In comparison to the over-represented, the Hispanic/Latino gap is -88.3%. Target is 3</td>
<td>Developing</td>
</tr>
<tr>
<td>5. Nat. Hawaiian/Pac. Islander</td>
<td>0</td>
<td>0</td>
<td>There is no gap for Nat. Hawaiian/Pac. Islander is ***</td>
<td>Developing</td>
</tr>
<tr>
<td>Total for 4 Underrepresented groups above</td>
<td>25</td>
<td>30</td>
<td>No total is required</td>
<td></td>
</tr>
<tr>
<td>Other Group(s) ID by Institution</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian-American</td>
<td>1</td>
<td>1 (0.3%)</td>
<td>In comparison to the over-represented, the Asian-Am gap is -83.5%. Target is ***</td>
<td>Developing</td>
</tr>
</tbody>
</table>

1. Each campus-based plan shall implement a system of institutional accountability by using metrics that are specific and measurable. (Policy, page 3, bullet 2.)
2. Underrepresented racial/ethnic minority categories are African-American/Blacks, American Indian/Alaskan Native, Hispanic/Latino, and Native Hawaiian/pacific Islander.
3. In the absence of a negative gap, the combined rate for the identified underrepresented groups is equal to or greater than the overrepresented group and will serve as the metric for progress. *
4. In the presence of a negative gap, the institution will continue to work to reduce the gap of the identified group unless a gap is less than 1%. **
5. Base is too small to set a target. ***

For Executive/Administrative/Managerial, MuSU has development needs for the fall 2011 period in all categories. However it is to be noted that with such small figures, one movement has serious implications for institutional efforts toward the established targets. The institution continuously reviews methods of attracting more diverse talent to apply for positions at MuSU including a Presidential pronouncement to employ the President’s Minority Fund to aid the hiring units with financial assistance for making competitive offers to prospective faculty and professional staff for underrepresented groups. It is to be noted however, changes in IPEDS
categorizations shifted our faculty and staff figures and are subsequently reported separately for Fall 2012 in Table 11.

**TABLE 10. MEASURABLE OBJECTIVES FOR EXECUTIVE/ADMINISTRATIVE/MANAGERIAL**

<table>
<thead>
<tr>
<th>Professional (Exempt) Staff</th>
<th>Based on IPEDS Fall 2010 Exec/Admin/ Mgr count of 68</th>
<th>Based on IPEDS Fall 2011 Exec/Admin/ Mgr count of 63</th>
<th>To be reviewed in 2015</th>
<th>Status (On Target, Developing)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. White</td>
<td>54</td>
<td>53 (84.1%)</td>
<td>Over-represented (White) Executive/Administrative/Managerial is 79.4%</td>
<td>Developing</td>
</tr>
<tr>
<td>2. African-American/Black</td>
<td>8</td>
<td>7 (11.1%)</td>
<td>In comparison to the over-represented, the AA gap is -67.7% Target is 10</td>
<td>Developing</td>
</tr>
<tr>
<td>3. Am. Indian/Alaskan Nat.</td>
<td>0</td>
<td>0(0.0%)</td>
<td>There is no gap for American Indians/Alaska Natives. Target is ***</td>
<td>Developing</td>
</tr>
<tr>
<td>4. Hispanic/Latino</td>
<td>2</td>
<td>1 (1.6%)</td>
<td>In comparison to the over-represented, the Hispanic/Latino gap is - 74.7%. Target is 3</td>
<td>Developing</td>
</tr>
<tr>
<td>5. Nat. Hawaiian/Pac. Islander</td>
<td>1</td>
<td>0</td>
<td>In comparison to the over-represented, the Nat. Hawaiian/Pac Islander-77.9%. Target is ***</td>
<td>Developing</td>
</tr>
<tr>
<td>Total for 4 Underrepresented groups above Other Group(s) ID by Institution</td>
<td>11</td>
<td>8</td>
<td>No total is required</td>
<td></td>
</tr>
</tbody>
</table>

- **1.** Each campus-based plan shall implement a system of institutional accountability by using metrics that are specific and measurable. (Policy, page 3, bullet 2.)
- **2.** Underrepresented racial/ethnic minority categories are African-American/Blacks, American Indian/Alaskan Native, Hispanic/Latino, and Native Hawaiian/pacific Islander.
- **3.** In the absence of a negative gap, the combined rate for the identified underrepresented groups is equal to or greater than the overrepresented group and will serve as the metric for progress. *
- **4.** In the presence of a negative gap, the institution will continue to work to reduce the gap of the identified group unless a gap is less than 1%. **
- **5.** Base is too small to set a target. ***
### TABLE 11. STAFF WORKFORCE RECLASSIFIED FOR FALL 2012

<table>
<thead>
<tr>
<th>OVERALL</th>
<th>POSTSECONDARY NON-INSTRUCTIONAL TEACHERS</th>
<th>POSTSECONDARY NON-INSTRUCTIONAL TEACHERS</th>
<th>LIBRARIANS</th>
<th>MANAGEMENT OCCUPATIONS</th>
<th>BUSINESS AND FINANCIAL OPERATIONS</th>
<th>COMPUTER, ENGINEERING AND SCIENCE</th>
<th>COMMUNITY SERVICE, LEGAL, ARTS AND MEDIA</th>
<th>HEALTHCARE PRACTITIONERS AND TECHNICAL</th>
<th>SERVICE</th>
<th>SALES AND RELATED OCCUPATIONS</th>
<th>OFFICE AND ADMINISTRATIVE SUPPORT</th>
<th>NATURAL RESOURCES, CONSTRUCTION, AND MAINTENANCE</th>
<th>PRODUCTION, TRANSPORTATION, AND MOVING</th>
<th>GRAND TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non Residents</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Am. Indian/Alaskan Nat.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Asian</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
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<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
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### CAMPUS CLIMATE/CET

**CHARGE AND PURPOSE OF THE PRESIDENT’S COMMISSION ON DIVERSITY & INCLUSION (CET EQUIVALENT)**

- **Purpose and Charge of the President’s Commission on Diversity & Inclusion (PCDI)/CET:**
  
  1. To provide advice, counsel, and assistance to the Murray State University Office of Institutional Diversity, Equity and Access (formerly the Office of Equal Opportunity) in the formation of a *Statewide Diversity Plan for Postsecondary Education* and to assist in the subsequent development of an MSU *Campus Diversity Plan*.
2. To serve as the University *Campus Environment Team* for all purposes as established by the Council on Postsecondary Education’s *Committee on Equal Opportunities*.

3. Identify major needs and topics of concern of various identity groups as specified in MSU’s Statement of Affirmative Action and Equal Opportunity (nondiscrimination statement).

4. Propose policies, programs, and other responses to address identified needs and concerns and monitor their implementation when adopted.

5. Promote and sustain strategic focus on issues of diversity and inclusion to the University community while collaborating with campus organizations with related goals and objectives.

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**PCDI MEMBERSHIP 2009-10**

Membership shall consist of MSU faculty, staff, and students as appointed by the President of the University. Named staff from the Office of Institutional Diversity, Equity and Access (formerly the Office of Equal Opportunity) and President’s Office shall serve in an ex-officio, non-voting capacity and will provide necessary staff support. A Convener shall be selected from the membership at the first meeting of the Commission each academic year.

- Dr. Sonya Baker, Associate Professor of Music
- Mr. S.G. Carthell, Director, Multicultural Affairs and PCDI Co-Chair
- Dr. Victor Raj, Chair of the Department of Computer Science and Information Systems
- Dr. Therese St. Paul, Associate Professor of Modern Languages
- Mr. Jody Cofer, URSA Program Specialist and PCDI Co-Chair
- Ms. Sabrina Dial, Director of Equal Opportunity
- Dr. Kevin Binfield, Professor of English and Philosophy, and Coordinator, Multicultural, Class, and Gender Studies Program
- Dr. Richard Dougherty, Chair/Professor of Art
- Ms. Camisha Pierce Duffy, Compliance Coordinator, Equal Opportunity
- Ms. Charletter Ellis, Executive Assistant, Mid-America Remote Sensing Center
- Mr. Joe Hedges, Lecturer/News Advisor, Journalism and Mass Communication
- Dr. Steve Jones, Chair of Social Work, Criminal Justice and Gerontology
Dr. Peggy Pittman-Munke, Associate Professor of Social Work, Criminal Justice and Gerontology

Mr. Raymond Sims, Lecturer of Adolescent, Career and Special Education

Ms. Lauren Carter, Student Representative

Dr. Chhanda Islam, Associate Professor of Early Childhood/Elementary Education

Dr. Don Robertson, Vice President for Student Affairs

Ms. Doris Saunders, Coordinator, K-TAP

PCDI MEMBERSHIP 2010-11

Dr. Sonya Baker, Associate Professor of Music and PCDI Chair

Mr. S.G. Carthell, Director, Multicultural Affairs

Dr. Brian Clardy, Assistant Professor, Department of History

Mr. Jody Cofer, URSA Program Specialist

Ms. Sabrina Dial, Director of Equal Opportunity

Dr. Richard Dougherty, Chair/Professor of Art

Ms. Camisha Pierce Duffy, Compliance Coordinator, Equal Opportunity

Ms. Charletter Ellis, Executive Assistant, Mid-America Remote Sensing Center

Mr. Joe Hedges, Lecturer/News Advisor, Journalism and Mass Communication

Dr. Steve Jones, Chair, Social Work, Criminal Justice and Gerontology

Dr. Peggy Pittman-Munke, Associate Professor of Social Work, Criminal Justice and Gerontology

Dr. Victor Raj, Chair, Computer Science and Information Systems

Dr. Don Robertson, Vice President for Student Affairs

Ms. Doris Saunders, Coordinator, K-TAP

Ms. Veronica Velazques-Sanchez, Student Representative

PCDI MEMBERSHIP 2011-12

Dr. Sonya Baker, Associate Professor of Music and PCDI Chair

Mr. S.G. Carthell, Director, Director, Multicultural Affairs
Dr. Brian Clardy, Assistant Professor, Department of History
Mr. Jody Cofer, URSA Program Coordinator and LGBT Program Coordinator
Dr. Luis Canales, Director, Institute for International Studies
Dr. Robin Qiaofeng Zhang, Associate Professor of Geosciences
Ms. Mi-Gyeong Gwak, Student Representative
Ms. Sabrina Dial, Director of Equal Opportunity
Ms. Camisha Pierce Duffy, Compliance Coordinator, Equal Opportunity
Ms. Charletter Ellis, Executive Assistant, Mid-America Remote Sensing Center
Mr. Joe Hedges, Lecturer/News Advisor, Journalism and Mass Communication
Dr. Peggy Pittman-Munke, Associate Professor of Social Work, Criminal Justice and Gerontology
Dr. Don Robertson, Vice President for Student Affairs
Ms. Doris Saunders, Coordinator, K-TAP
Mr. Kyle Fitts, Student Representative

PCDI MEMBERSHIP 2012-13

Ms. Leslie Furches, Associate Director of McNair Scholars Program and PCDI Chair
Dr. Sonya Baker, Associate Professor of Music
Mr. S.G. Carthell, Director, African American Student Services and Ethnic Programs
Mr. Jody Cofer, URSA Program Coordinator
Ms. Camisha Pierce Duffy, Interim Director
Ms. Charletter Ellis, Executive Assistant, Mid-America Remote Sensing Center
Mr. Joe Hedges, Lecturer/News Advisor, Journalism and Mass Communication
Dr. Peggy Pittman-Munke, Associate Professor of Social Work, Criminal Justice and Gerontology
Dr. Don Robertson, Vice President of Student Affairs
Ms. Doris Saunders, Coordinator of KTAP
Dr. Luis Canales, Director of the Institute for International Studies
MEETINGS AND ACADEMIC YEAR GOALS

OVERVIEW: The PCDI was officially established in July of 2009. Prior to July 2009, the spring semester consisted of various on-campus discussions centered on the creation of the new standing diversity group. In academic year 2009-10, PCDI meetings were held on August 31, September 23, October 21, and November 13 in the President's conference room to discuss issues related to the campus diversity climate. The meetings were open and scheduled monthly. Faculty, staff, students and community members were encouraged to attend.

Information regarding the PCDI is located on President’s website at http://www.murraystate.edu/HeaderMenu/Administration/PresidentsOffice/PresidentsCommissions/PresidentsCommissionDiversityInclusion.aspx. Between monthly meetings, the PCDI utilized Blackboard®, which is an online communication platform used for members to communicate, post discussion threads on topics of concern, and access related documents. Additionally, the commission posts its public meetings on Racernet®, the intranet structure for the institution. The Commission regularly reported its findings with the President.

For the 2010-11 academic year, PCDI utilized the Blackboard® system to communicate among the membership. Meetings for this academic year covered vetting a mechanism for operationalizing the Diversity Plan and communicating that information throughout the campus. The membership work diligently on formulating a roll out plan to query the Vice Presidents and Deans regarding ongoing efforts in their respective areas to demonstrate and/or grow diversity for the 2011-12 academic year.
For the 2011-12 academic year, PCDI utilized the Blackboard® system to communicate among the membership. Meetings for this academic year covered the selection of nominees for recognition in diversity work and vetting possible mechanisms to increase diversity training on campus to its administrators and faculty as well as expanding institutional offerings of professional development for the 2012-13 academic year.

For the 2012-13 academic year, PCDI utilized the Canvas® system since Blackboard® would be retired for the Canvas® platform. Meetings for this academic year covered the selection of nominees for the PCDI annual award, discussions regarding an effective campus climate survey tool to be vetted for a piloted administration for the 2014-15 academic year.

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ASSESSMENT OF STRATEGIES AND BEST PRACTICES IMPLEMENTED

To continue the strong and proactive progress of the Campus Diversity Plan, the PCDI continued the workgroups to address specific areas. The workgroups were comprised of both PCDI members and non-members. A Commission member served as the team leader for each workgroup. The following workgroups were formed to mirror the major aspects of the Statewide Diversity Policy:

Co-Chair: Mr. S.G. Carthell

Enrollment – Dr. Peggy Pittman Munke

Student Persistence/Retention – Ms. Doris Saunders

Closing the Achievement Gap – Dr. Don Robertson

Co-Chair: Mr. Jody Cofer

Workforce Diversity – Mr. Joe Hedges

Campus Climate – Mr. Richard Dougherty

Assessment/Accountability – Ms. Charletter Ellis

2010-11 The PCDI determined that a study of the campus climate survey tool used in the past and what may be needed to honestly and accurately survey campus is needed. The Campus Climate workgroup led by Mr. Richard Dougherty began the work of reviewing the tools used in the past and what mechanisms might be useful going forward.
2011-12 The PCDI determined that the tool used in the past for campus climate would not best serve the needs of the institution since the goal set by the PCDI group was to really examine areas for institutional growth rather than simply developing a tool to reiterate what we already understand to be the strengths of the institution. Mr. Dougherty departs as a member of the committee to retire from the institution. The committee locates the primary researcher who helped to develop the last tool used to survey the campus. Dr. Timothy Todd, the primary researcher and campus climate survey tool developer, addresses the committee to discuss both strengths and development needs of the tool.

2012-13 The PCDI determined that an examination of the different campus climate tools in use at other institutions would be useful to alleviate the committee from having to start from scratch. PCDI also wanted to incorporate technology in administering the tool to campus. PCDI had some concerns about the best mechanisms for use in reaching out to the extended campuses. The committee also recognizes the high number of surveys taking place on campus and wishes to avoid participant discounting of the campus climate survey tool.

**President’s Award for Diversity and Inclusion**

The PCDI celebrated its inaugural recipient of the President’s Award for Diversity and Inclusion to recognize institutional change agents who foster success for historically underrepresented populations and advance an inclusive community for all at MSU. This award, established in 2009, serves as another institutional practice to improve campus climate and celebrate meritorious activities related to diversity. It was recommended that the award carry equal prestige as other university-wide honors such as the MSU Alumni Association’s Distinguished Researcher Award and the University Distinguished Mentor Award. The annual recipient was recommended to be acknowledged in University media and forums as well as receive a monetary stipend.

S.G. Carthell, Director of the Murray State University Office of Multicultural Affairs, is the 2010 recipient of the inaugural President’s Award for Diversity and Inclusion. This award, administered by the President’s Commission on Diversity and Inclusion and the Office of the President, recognizes meritorious service in the areas of fairness, social justice, and multiculturalism benefitting Murray State University. Mr. Carthell’s work embodies a comprehensive approach to advancing underrepresented populations both on and off campus. Mr. Carthell will receive a $1000 stipend and be recognized at the Faculty
Recognition Banquet on Thursday, February 22. Dr. Doris Clark Sarr is the 2011 recipient of the President’s Award for Diversity and Inclusion.

The President’s Commission on Diversity and Inclusion was pleased to announce the development of two new President’s Awards for Diversity and Inclusion. Adding to the existing award, which is for faculty/exempt staff, the two new awards are for non-exempt staff and students. The purpose of these awards is to recognize institutional change agents who foster success for historically underrepresented populations, work through a lens of appreciation for diversity and advance an inclusive community for all at MSU. The guidelines are available annually online on the PCDI website. Please note the nomination deadline is the 3rd Tuesday of February. Table 12 below reveals the recipients of the award since its inception.

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Recipient</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-10</td>
<td>Mr. S. G. Carthell</td>
</tr>
<tr>
<td>2010-11</td>
<td>Dr. Peggy Pitman-Munke</td>
</tr>
<tr>
<td>2011-12</td>
<td>Dr. Doris Clark Sarr</td>
</tr>
<tr>
<td>2012-13</td>
<td>Mr. Jody Cofer</td>
</tr>
</tbody>
</table>

**PCDI Programming and Support Fund**

PCDI felt strongly about the need for increased diversity programming and recognized the need for funding such efforts. To that end, the PCDI Programming and Support Fund to Assist with Diversity Work was created in the Fall of 2012 and provides financial support aimed at strengthening and promoting diversity. Proposal submission deadlines were established for September, November and February with proposals for funding capped at $1,000. Guidelines for the Programming and Support Fund, inclusive of project examples, proposal evaluation criteria, and other stipulations, were provided online on the PCDI website. By providing financial support to turn ideas into reality, Murray State is leveraging the innovation of our departments, programs, and student organizations to improve the campus climate for diversity. Funding recipients are also required to provide a follow-up report within 30 days of receiving funding to make PCDI aware of how the funds were used and the recipient’s level of effectiveness.
2010-11 RECOMMENDATIONS OF PCDI

- Investigate the measures and resources necessary to establish a LGBT Center on campus. ONGOING – FALL 2012 – The institution created and funded a coordinator position and housed it as a unit of the division of Student Affairs.
- Research the best way to communicate the Diversity Plan both on campus and external to campus. ONGOING
- Create a Diversity and Inclusion Award to acknowledge the efforts of faculty and staff on campus ACHIEVED – SPRING 2011

2011-12 RECOMMENDATIONS OF PCDI

- Investigate the measures used in the past to survey campus climate – ACHIEVED – Fall 2012
- Formulate a plan to communicate the Diversity Plan both on campus and external to campus. – ACHIEVED Fall 2012
- Formulate a mechanism (PCDI Programming and Support Fund) to fund diversity programming efforts and/or outreach – Achieved Fall 2012

2012-13 RECOMMENDATIONS OF PCDI

- Extend the President’s Diversity Award to recognize diversity efforts at all three levels of involvement at the institution which would represent awards in three categories: (1) faculty (2) staff and (3) students – ACHIEVED – Fall 2013
- Commission the administration to provide a report of diversity progress in their respective areas which would include a Vice President, Director or Dean to address how diversity is at work in their unit during a scheduled PCDI meeting – ACHIEVED – began Fall 2013
- Evaluate the success and development needs of the Diversity Programming and Support Fund. – Achieved with revisions – Fall 2013

INSTITUTIONAL BOARD MAKEUP

The Board of Regents is a group of trustees for the institution appointed by the Governor of the Commonwealth. The Black Faculty and Staff Association at the institution, forwards links to
the application to its constituency for board vacancies across the Commonwealth as an effort to increase representation across the state. Beginning with 2009, Table 13 reflects the makeup of the Board of Regents at Murray State University.

**TABLE 13. BOARD OF REGENTS MAKEUP**

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Male</th>
<th>Female</th>
<th>Ethnic Backgrounds of Board Members</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-10</td>
<td>7</td>
<td>4</td>
<td>10 Whites; 1 Black</td>
</tr>
<tr>
<td>2010-11</td>
<td>6</td>
<td>5</td>
<td>10 Whites; 1 Black</td>
</tr>
<tr>
<td>2011-12</td>
<td>6</td>
<td>5</td>
<td>10 Whites; 1 Black</td>
</tr>
<tr>
<td>2012-13</td>
<td>6</td>
<td>5</td>
<td>10 Whites; 1 Black</td>
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SUMMARY

Murray State University has worked diligently toward improving its student body diversity, student success rate, workforce diversity, and the campus climate through the implementation of programming, services and activities on campus. The institution anticipates that these ongoing efforts will assist the institution in moving positively toward the targets established in the Diversity Plan. The institution continues to review the effectiveness of its efforts and works diligently to make changes where warranted. Murray State University desires to be recognized and regarded as supportive, inclusive, safe and progressive for students, faculty, and staff of diverse backgrounds. Specifically, the university will implement the following as next steps during the 2013-2014 academic year:

- Continue to provide targeted recommendations in PeopleAdmin© for faculty and staff advertisements of open positions will continue
- Targeted training by the Office of the Provost and Vice President of Academic Affairs for deans and academic chairs on a variety of issues often faced by minorities and those institutions seeking to recruit and retain diversity
- Finalized campus climate survey tool or mechanism by PCDI to thoughtfully and intentionally evaluate the campus climate in a manner that solicits honest feedback for the committee to use as a basis for targeted efforts to remove barriers or issues identified by participants
- Continued targeted programming for and in support of the LGBT community
- Continued support for the Safe Zone campus wide training for faculty and staff
- Continued targeted programming that demonstrates institutional respect for and support of diversity via its established venues such as: Presidential Lecture Series, concerts, lectures, etc.
- Continued demonstrated support of diversity by the academic deans via the Black Faculty and Staff Association forums “Diversity Discussions with the Dean’s " which provides the deans an opportunity to share their unit’s diversity initiatives and efforts
- Provide support for the forthcoming Black Alumni reunion in the celebration of the 58 year existence of African Americans on the university campus