



Murray State University Diversity Plan (the Plan)
President's Commission on Diversity and Inclusion
Revision Date: May 30, 2011

CPE Staff Review:	May 9, 2011
CPE CEO Review:	June 9, 2011
MuSU Board of Regents Approval:	August 26, 2011
CPE Approval:	September 22, 2011

Table of Contents

List of Tables	v
President’s Commission on Diversity and Inclusion Committee Members	vi
Executive Summary	vii
About the Diversity Plan.....	1
Murray State University Diversity Statement.....	1
Statement of Purpose	1
Vision.....	2
Diversity Definition	2
Additional Definitions Related to Diversity	2
Development Efforts and Implementation Responsibilities	2
Sustainability Model	3
Strategies.....	4
I. Student Body Diversity	4
A. Undergraduate Student Enrollment.....	5
Primary Responsible Parties	6
Office of Enrollment Management	6
Action Steps for the Office of Enrollment Management	6
Office of Recruitment.....	6
Action Step for the Office of Recruitment.....	6
Office of Undergraduate Admissions.....	7
Action Step for the Office of Undergraduate Admissions	7
Office of Financial Aid and Scholarship.....	7
Action Steps for the Office of Financial Aid and Scholarship.....	7
Continuing Education and Academic Outreach (Undergraduate).....	7
Action Step for the Continuing Education and Academic Outreach	8
B. Graduate Student Enrollment	8
Primary Responsible Parties	9
Office of the Provost	9
Action Steps for the Office of the Provost.....	9
Coordinator of Domestic Graduate Recruitment/Retention.....	9

Action Steps for the Coordinator of Domestic Graduate Recruitment/Retention..... 9

 Continuing Education and Academic Outreach (Graduate)..... 10

Action Steps for the Continuing Education and Academic Outreach (Graduate)..... 10

II. Student Success 10

 A. Student Retention 11

Primary Responsible Parties 14

 Vice President for Student Affairs 14

Action Steps for the Vice President for Student Affairs 14

 Office of Retention..... 14

Action Steps for the Office of Retention 15

 Office of Multicultural Affairs..... 15

Action Steps for the Office of Multicultural Affairs..... 16

 Women’s Center..... 16

Action Steps for the Women’s Center 16

 Career Services & Cooperative Education..... 16

Action Steps for the Career Services & Cooperative Education..... 17

 Office of Student Life/Curriss Center..... 17

Action Steps for the Office of Student Life/Curriss Center 17

 The Provost and Vice President for Academic Affairs 17

Action Steps for the Provost 17

 Deans 18

Action Steps for Academic Deans 18

 Institute for International Studies..... 18

Action Steps for the Institute for International Studies..... 18

 Vice President for Finance and Administrative Services..... 18

Action Steps for the Vice President for Finance and Administrative Services..... 19

 Vice President for Institutional Advancement 19

Action Steps for the Vice President for Institutional Advancement 19

 B. Graduation Rates 19

Primary Responsible Parties 21

Action Step for the Office of the Provost 21

Action Steps for the Office of Student Affairs 21

C. Degrees Conferred..... 21

Primary Responsible Parties 22

Action Step for the Office of the Provost 22

Action Step for the Office of Student Affairs 22

D. Undergraduate Student Transfer from KCTCS to 4-Yr Institutions 23

III. Workforce Diversity 23

Faculty, Professional (exempt) Staff, 23

Primary Responsible Parties 27

Office of the President..... 27

Action Steps for the Office of the President 27

Office of Equal Opportunity 27

Action Steps for the Office of Equal Opportunity 27

Vice Presidents 28

Action Steps for the Vice Presidents..... 28

Office of Human Resources 28

Action Steps for the Office of Human Resources 28

Directors 29

Action Steps for the Directors..... 29

Office of the Provost 29

Action Steps for the Office of the Provost 29

Deans 30

Action Steps for the Deans 30

IV. Campus Climate..... 30

University Communications..... 32

V. Reaffirmation of the commitment to Kentucky African-American Students 32

VI. Assessment 33

VII. Appendices 34

Appendix A: Office of the Provost Program Descriptions 35

Appendix B: Office of Student Affairs Program/Event Descriptions..... 37

List of Tables

Table 1. Measurable Objectives for Undergraduate Student Enrollment	5
Table 2. Measurable Objectives for Graduate Student Enrollment	8
Table 3. Measurable Objectives for Student Retention 1 st to 2 nd Year	12
Table 4. Measurable Objectives for Student Retention 2 nd to 3 rd Year	12
Table 5. Measurable Objectives for Graduation Rates	20
Table 6. Measurable Objectives for Degrees Conferred.....	22
Table 7. Measurable Objectives for Faculty	24
Table 8. Measurable Objectives for Professional (Exempt) Staff	25
Table 9. Measurable Objectives for Executive/Administrative/Managerial	26

President's Commission on Diversity and Inclusion Committee Members

S. G. Carthell, Co-Chair, Director, Office of Multicultural Affairs

Jody Cofer, Co-Chair, Academic Program Specialist, Undergraduate Research and Scholarly Activity

Sonya Baker, D.M., Professor of Music and Assistant Dean, College of Humanities and Fine Arts

Kevin Binfield, Ph.D., Professor, English & Philosophy and Coordinator of Graduate Studies

Brian Clardy, Ph.D., Assistant Professor, Department of History

Richard Dougherty, M.F.A., Chair and Professor of Art and Design

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

Joe Hedges, Lecturer and *The News* Advisor, Journalism and Mass Communication

Steve Jones, Ph.D., Chair and Professor, Social Work, Criminal Justice and Gerontology

Peggy Pittman-Munke, Ph.D., Associate Professor, Social Work, Criminal Justice and Gerontology

Victor Raj, Ph.D., Chair and Professor, Computer Science and Information Systems

Don Robertson, Ed.D., Vice President for Student Affairs

Doris Saunders, Coordinator, KTAP

Raymond Sims, Lecturer, Adolescent, Career and Special Education

Veronica Velazquez-Sanchez, Student Representative

Staff Liaisons

Sabrina Dial, Director, Office of Equal Opportunity

Cami Duffy, Compliance Coordinator, Office of Equal Opportunity

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 assert core values of diversity that align with the University’s four overarching strategic imperatives. The imperatives are as follows:

- Fostering Excellence
- Creating Communities
- Building Partnerships
- 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.

About the Diversity Plan

Murray State University's 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.

Murray State University 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.

One of Murray State's core values is diversity. It 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.

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://www.murraystate.edu/HeaderMenu/Administration/OfficeOfEqualOpportunity/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.

Development Efforts and Implementation Responsibilities

The President's Commission on Diversity and Inclusion (PCDI) is charged with developing and continual monitoring of the implementations of the Diversity Plan and its initiatives. In an effort to develop a strong and proactive Plan, the PCDI recommended to the President the creation of workgroups to address specific areas outlined in the Statewide Policy. A Commission member served as the team leader for each workgroup, and each workgroup was comprised of both PCDI members and other faculty and staff. The PCDI made several efforts to survey the campus to gather input for the Plan. The co-chairs spoke and invited contribution from managers at the fall and spring All-Campus Administrators meeting, met with academic deans and Student Affairs

directors, and conducted campus forums and forums in the City of Murray in collaboration with the local Human Rights Commission.

Also, focus groups were conducted with Asian-American, African-American/Black, Hispanic/Latino, and Lesbian, Gay, Bisexual and Transgendered (LGBT) students. In addition, the co-chairs visited classrooms and solicited feedback via e-mail from faculty and staff. Further, the Plan was made available for review and comment on the PCDI website. A notice was sent through the University's official electronic newsletter, *Roundabout Murray*, to inform the campus of its posting. Every effort was made to make the process inclusive. MuSU understands that to achieve the vision, all institutional members must share the responsibility for diversity, from the Board of Regents to the temporary workers. However, it is the Board of Regents and the President who are responsible for setting the tone for the campus.

The President is committed to diversity, and is willing to support and secure financial resources to sustain diversity initiatives. The Office of Equal Opportunity acts as the liaison to the PCDI to ensure the University is in compliance with the state mandate. The Provost and Vice President for Academic Affairs, Vice President for Finance and Administrative Services, Vice President for Student Affairs and Vice President for Institutional Advancement will assist the President in administering the provisions of the Plan, and are responsible for assuring that the Plan is implemented in their respective areas.

Sustainability Model

The PCDI is incorporating a sustainability model to assist with the continual monitoring of the implementations of the Diversity Plan and its initiatives. MuSU recognizes that it takes only one act of intolerance, hate, or violence to undo years of efforts put forth to create a sense of community. In such cases, it is imperative that the senior administration and the MuSU community denounce all acts of intolerance, hate and violence. Therefore, in an effort to support a more methodical focus on diversity, climate enrichment, and assessment in individual academic and administrative support units, the PCDI requests each Vice Presidential area to provide a salary supplement to an existing faculty or staff member. This person will be a member of the PCDI and will be responsible for assuming a leadership role in promoting, coordinating, and monitoring diversity efforts for their respective units. The PCDI envisions each newly created position would establish a committee to assist in overseeing the Plan implementation in their respective unit and their work be reported to the PCDI.

Additionally, understanding that planning is an important process for institutional success and growth, the PCDI requests a diversity component be added to the annual planning and accreditation process, entitled "Triple I". This would further infuse the Plan into the University structure since this process requires all units to formulate objectives to be submitted to the Office of the President. Resources permitting, meritorious objectives are selected to receive support for implementation by the unit.

Strategies

MuSU has developed some clear strategies (for phase one) as a framework to support the institutional imperatives which encompass diversity. The 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 following areas will be assessed by the Council on Postsecondary Education's Committee on Equal Opportunity (CEO):

- I. Student Body Diversity that reflects the diversity of MuSU's area of geographic responsibility (AGR, 2009 estimate)
- II. Student Success
- III. Workforce Diversity
- IV. Campus Climate

I. Student Body Diversity

MuSU is committed to diversifying its student body. This endeavor is designed to build a student body that is inclusive and diverse. Although desegregation directives have mandated previous recruitment to focus on Kentucky Resident African-American/Black students, the Plan will broaden the focus to actively recruit students from additional underrepresented populations. There is a commitment from the Council on Postsecondary Education and its nine institutions to "not lose ground" in the successful recruitment and retention of Kentucky Resident African-American/Black students while broadening the recruitment of other groups. MuSU understands that when additional groups are added, the funding must also increase. The President has committed to securing funding to support the recommended diversity initiatives.

In reviewing the current student enrollment data, the proportion of African-American/Black students at MuSU is less than their representation in the 18-county AGR. However, MuSU had an excellent recruiting effort with African-American/Black students in 2010. African-American/Black enrollment is generally around 5.8%; however, current data indicates a positive increase to 6.6%. This is 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 have a 1.5% campus representation and 2.6% in the 18-county AGR; and, Hispanic /Latino are 2.8% for the Commonwealth of Kentucky. Asian-Americans are the third largest underrepresented group on campus at 1.0% and 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 %.

A. Undergraduate Student Enrollment

In an effort to educate students to live and work in an increasingly diverse global society, MuSU not only recruits students from its 18-county AGR, but also reaches beyond the borders. However in the first phrase, the Plan will focus primarily on the recruitment and retention of African-American/Black, Hispanic /Latino, and Asian-American students. These three groups have the highest percentage of students on campus. Even though the Plan is focused on the aforementioned groups, MuSU believes that implementing the previously mentioned strategies and proposed action steps will create success for all students. At the undergraduate level, primary responsibility for recruiting and admitting students is housed in the Office of Enrollment Management and Continuing Education and Academic Outreach. The measurable objectives for Undergraduate Student Enrollment are listed in Table 1 below.

Table 1. Measurable Objectives for Undergraduate Student Enrollment

Undergraduate Enrollment	2010 data based on UG enrollment of 8,429	To be reviewed in 2015
1. African-American/Black	6.6% / 560	The rep of AA in the AGR is 9.4% the gap is -2.8%. Target is 6.7%
2. Am. Indian/Alaskan Nat.	0.4% / 30	There is no AGR for American Indians/Alaska Natives in MuSU 18 counties. Target is **
3. Hispanic/Latino	1.5% / 125	The rep of Hispanic / Latino in the AGR is 2.6% the gap is -1.1%. Target is 1.5%
4. Nat. Hawaiian/Pac. Islander	0.0% / 4	The rep of Native Hawaiian/Pacific Islander in the AGR is 0.1% the gap is -0.06%. Target is **
Total for 4 above	8.5% / 719	No total is required
Other Group(s) ID by Institution		
Asian-American	1.0% / 81	The rep of in the AGR is 0.6% the gap is 0.4%. Target is **
Socio-economic – <i>Fall 2010</i> - Pell-eligible, First-Time Freshmen will be followed	561	
<ol style="list-style-type: none"> Each campus-based plan shall implement a system of institutional accountability by using metrics that are specific and measurable. (Policy, page 3, bullet 2.) Underrepresented racial/ethnic minority categories are African-American/Blacks, American Indian/Alaskan Native, Hispanic/Latino, and Native Hawaiian/pacific Islander. * 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%. ** 		

Primary Responsible Parties

Office of Enrollment Management

*Office of Recruitment

*Office of Undergraduate Admissions

*Office of Financial Aid and Scholarship

Continuing Education and Academic Outreach

Office of Enrollment Management

The mission of the Office of Enrollment Management within the Division of Student Affairs is to coordinate enrollment efforts for MuSU. The Office works collaboratively with academic colleges and schools, extended campuses, and administrative areas. The core function is to identify and implement programs and processes that support the teaching, learning and development of the whole student. The Office provides and sponsors quality programs and services that enhance diversity, enrollment, student learning and student success. The following areas report to Enrollment Management: Office of Recruitment, Office of Undergraduate Admissions, and the Office of Financial Aid and Scholarship.

Action Steps for the Office of Enrollment Management

- Re-title the Associate Director and Coordinator for African-American Recruitment position to the Associate Director and Coordinator for Multicultural Recruitment.
- Provide additional staffing to absorb the increased responsibilities of the Associate Director and Coordinator for Multicultural Recruitment.

Office of Recruitment

The outreach and recruitment of students is the primary responsibility of the Office of Recruitment. Within the unit, there is a specific charge to review the organization and effectiveness of existing efforts to recruit students from underrepresented groups, and to improve and expand efforts as needed. Recruiting underrepresented students to MuSU is vital for increasing diversity and preparing students to be competitive in a global society. The Office's strategy is to identify greater numbers of underrepresented students, nurture them with personalized contact, and aggressively follow up to ensure that they apply, are admitted to and enrolled in MuSU. Through high school visits, college fairs, and community events, the Office continues to develop a diverse pool of potential applicants for admission. Further, the administrative staff undergoes training annually to ensure the recruitment staff is adequately prepared to recruit a diverse student population. Additionally, the Office works with counseling partners at the high school level to identify potential underrepresented students. The entire staff of the Office is committed to this endeavor. However, the Associate Director is responsible for overseeing diversity recruitment. (See [Appendix B](#) for examples of recruiting programs).

Action Step for the Office of Recruitment

- Expand efforts to develop partnerships with high schools, churches, and community groups to identify minority students for recruitment to MuSU.

Office of Undergraduate Admissions

The central purpose of the Office of Undergraduate Admissions is to process appropriate paperwork when evaluating admissions. Because this office is one of the first campus units with which potential students and their parents will interact, it is imperative to be cognizant of first impressions. The aim of this office is to not only process the necessary paperwork but also to project a welcoming and nurturing attitude to potential students.

Action Step for the Office of Undergraduate Admissions

- Participate in Human Resources training to develop skills to manage and mentor students, faculty, and staff from diverse cultures. Training should specifically include a unit on how to provide excellent customer service.

Office of Financial Aid and Scholarship

The Office of Financial Aid and Scholarship is charged with assisting students in developing a competitive financial aid package. Locating funding resources to pursue higher education can be challenging, but there are several specialized scholarships and grants available at MuSU. The diverse array of scholarships allows students to pursue secondary education. The Diversity Scholarship Program utilizes merit-based and income-based scholarships to allow multicultural and other minority students the opportunity to pursue higher education without the stress of funding their college expenses solely from loans and personal savings.

(See [Appendix B](#) for scholarship descriptions)

Action Steps for the Office of Financial Aid and Scholarship

- Increase the current *Dr. Marvin D. Mills Scholarship* budget from \$400,000 to a re-occurring budget of \$700,000.
- Promote and ensure adequate funding for the Racer Advantage Grant, which provides funding to potential students who have been identified in the low socio-economic (Pell-eligible) category.

Continuing Education and Academic Outreach (Undergraduate)

The MuSU Center for Continuing Education and Academic Outreach (CEAO) reports to the Office of the Provost. Its core function is to take education beyond the traditional classroom. CEAO provides for the intellectual growth of mature learners who find it impractical to attend the main campus for all of their classes.

CEAO has seen a growth in the Bachelor of Integrated Studies program, which received distinguished honors recognition by the Association for Continuing Higher Education (South Region). This growth is evidence of an emerging population of non-traditional students who look for and require programs that are innovative, creative, successful, adaptable, and impactful in the short term. The CEAO strives to recruit non-traditional students to lifelong learning and life-changing successes through the Regional campuses listed below:

- ❖ Henderson
- ❖ Hopkinsville
- ❖ Madisonville
- ❖ Paducah

Action Step for the Continuing Education and Academic Outreach

- Continue to promote and admit non-traditional students to the Bachelor of Integrated Studies Program.

B. Graduate Student Enrollment

Similar efforts as stated above are needed to increase the base of graduate students. Graduate level education programs add to MuSU being able to serve as a nationally recognized residential comprehensive university. MuSU offers a variety of programs that fit different learning styles and make graduate education more accessible than ever. Graduate education provides students with advanced knowledge and skills, which further develops critical thinking skills and prepares students to compete in a global workforce. A graduate degree also increases students’ chances for promotion and flexibility, all while providing a great sense of personal fulfillment. The Measurable Objectives for Graduate Student Enrollment are listed in Table 2 below.

Table 2. Measurable Objectives for Graduate Student Enrollment

Graduate Student Enrollment	2010 data based on GR enrollment of 1,987	To be reviewed in 2015
1. African-American/Black	6.7% / 133	The rep of AA in the AGR is 9.4% the gap is -2.7%. Target is 6.9%
2. Am. Indian/Alaskan Nat.	0.2% / 3	There is no AGR for American Indians/Alaska Natives in MuSU 18 counties. Target is **
3. Hispanic/Latino	1.1% / 21	The rep of Hispanic / Latino in the AGR is 2.6% the gap is -1.5%. Target is 1.3%
4. Nat. Hawaiian/Pac. Islander	0.1% / 1	The rep of Native Hawaiian / Pacific Islander in the AGR is 0.1% the gap is -0.2%. Target is **
Total for 4 above	7.9% / 158	No total is required
Other Group(s) ID by Institution		
Asian-American	0.9% / 18	The rep of Asian-Americans in the AGR is 0.6% the gap is 0.3%. Target is **
<ol style="list-style-type: none"> 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%. ** 		

Primary Responsible Parties

Office of the Provost

*Associate Provost for Graduate Studies

*Coordinator of Domestic Graduate Recruitment and Retention

Continuing Education and Academic Outreach (Graduate)

Office of the Provost

The Office of the Provost provides academic leadership to MuSU. Its fundamental mission is to be a supporter of innovation and excellence in teaching, research, creative production, and service. The Provost has a commitment to increasing the number of scholarships or grants available to underrepresented graduate students to reduce their reliance on loans. Further, there is an initiative to increase the number of graduate certificate programs.

Action Steps for the Office of the Provost

- Increase funding for Minority Graduate Fellowships to support five (5) additional fellowships.
- Provide support services and funding for the action steps of the Coordinator of Domestic Graduate Recruitment and Retention.
- Promote the current and newly created Graduate Certificate Programs.

Coordinator of Domestic Graduate Recruitment/Retention

At the graduate level, the Coordinator of Domestic Graduate Recruitment and Retention, housed in the Office of the Provost, is responsible primarily for recruiting graduate students. The mission of the coordinator is to meet the graduate enrollment set forth in the Plan and to support MuSU's Strategic Plan through focused marketing efforts, recruiting events, and promotional material. Currently the following programs are in place: (see [Appendix A](#) for program descriptions).

Action Steps for the Coordinator of Domestic Graduate Recruitment/Retention

- Increase efforts to develop partnerships with colleges and universities in Kentucky, Indiana, Missouri, Illinois, Alabama and Tennessee to increase the recruitment pool of multicultural students.
- Increase efforts to develop partnerships with churches and community groups to identify African-American/Black, Hispanic/Latino and other diverse students for recruitment to MuSU.
- Develop graduate student orientation for incoming multicultural graduate students.
- Re-vamp *The Graduate Student Association (GSA)* which will serve to advance the academic and social interests of graduate students, and to provide a forum for the dissemination of information and ideas to MuSU and to the Murray community.
- Develop a *Graduate Student Workshop*—Graduate Recruitment in association with the Career Services Office will present necessary information to prospective graduate students. This program will be coordinated with the Office of Multicultural Affairs so as

to generate prepared potential graduate students. The topics will include, but not be limited to the following:

- financing graduate education
- completing graduate applications processes
- interviewing etiquette
- writing essays and statements of purpose

Continuing Education and Academic Outreach (Graduate)

CEAO provides distance learning opportunities through correspondence courses, extended campus offerings, online programs, non-credit programs, and other opportunities designed for adult and non-traditional students.

In addition to the BIS program, CEAO has recently introduced three new certificate programs which will also engage non-traditional students. These certificate programs are Human Development and Leadership, Professional Writing, and Youth and Nonprofit Leadership. Each of these online program certificates carries its own set of unique characteristics and completion time frame, which appeals to the non-traditional student population. (See [Appendix A](#) for *program descriptions*).

Action Steps for the Continuing Education and Academic Outreach (Graduate)

- Increase course programs available through online classes.
- Increase course programs available at extended campus sites either in traditional or non-traditional formats.
- Enhance the recognition of faculty who assist with the Integrated Studies program (e.g., senior projects).
- Increase faculty awareness of prior learning credit opportunities available for qualified students.

II. Student Success

Although all members of the University have a role in student retention, the Division of Student Affairs, through its core function, carries the most responsibility. Student Affairs' primary function is the retention, welfare, growth, and development of MuSU's student population. Student Affairs encompasses every dimension of student life including academic, vocational, social-cultural issues, civility and tolerance education, value clarification, and physical and psychological development. It provides many educational and administrative support services to students. Student Affairs is committed to excellence in the integration of curricular and co-curricular activities to ensure a supportive living-learning environment.

The guiding concepts for Student Affairs are human growth and development, personal discipline, an open and supportive environment, and the provision of programs, activities, and services for personal growth. Student Affairs has had a long-standing commitment to achieve a more diverse and welcoming campus. This is a broad and aggressive blueprint for what it needs to do to make the institutional improvements necessary to achieve greater diversity on campus.

Student Affairs also endeavors to be sensitive to environmental conditions that negatively influence LGBT students' welfare, such as harassment, violence, or exclusion from programs or opportunities. MuSU provides support and encourages participation in programs that advance the understanding of commonalities and differences involving sexual orientation. MuSU is responsive to the concerns of LGBT students specifically by connecting them with appropriate campus-based services that are available to all students.

A. Student Retention

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 and develop future initiatives that will assist in achieving diversity goals for all students, faculty, and staff at MuSU. Measurable Objectives for Student Retention are listed in Table 3 and Table 4 subsequently.

Table 3. Measurable Objectives for Student Retention 1st to 2nd Year

Undergraduate Student Retention 1 st to 2 nd Year	Fall 2009 Cohort	Retained Fall 2010	Retention rate	To be reviewed in 2015
1. White	1141	816	71.5%	The over-represented (White) retention rate is 71.5%
2. African-American/Black	83	59	71.1%	In comparison to the over-represented, the African-American/Black gap is -0.4%. Target is **
3. Am. Indian/Alaskan Nat.	0	0	N/A	In comparison to the over-represented, there is no gap for American Indians/Alaska Natives. Target is **
4. Hispanic/Latino	17	13	76.4%	In comparison to the over-represented, the Hispanic/Latino gap is 4.9%. Target is 71.5% or >
5. Nat. Hawaiian/Pac. Islander	0	0	N/A	In comparison to the over-represented, there is no gap for American Indians/Alaska Natives. Target is **
Total for 4 Underrepresented groups above	100	72	72.0%	No total is required
Other Group(s) ID by Institution				
Asian-American	19	13	68.4%	In comparison to the over-represented, the Asian-American gap is -3.1%. Target is 68.4% or >
Socio-economic – <i>New Cohort</i> - Fall 2010 First Time Freshman	NA	Fall 2010 base 561		
<ol style="list-style-type: none"> Each campus-based plan shall implement a system of institutional accountability by using metrics that are specific and measurable. (Policy, page 3, bullet 2.) Underrepresented racial/ethnic minority categories are African-American/Blacks, American Indian/Alaskan Native, Hispanic/Latino, and Native Hawaiian/pacific Islander. 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. * 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

MuSU Diversity Plan 13

Undergraduate Student Retention 2 nd to 3 rd Year	Fall 2008 Cohort	Retained Fall 2010	Retention rate	To be reviewed in 2015
1. White	1231	791	64.3%	The over-represented (White) retention rate is 64.3%
2. African-American/Black	115	73	63.5%	In comparison to the over-represented, the African-American/Black gap is -0.8%. Target is **
3. Am. Indian/Alaskan Nat.	5	1	20.0%	In comparison to the over-represented, Am. Indian/Alaskan Nat. gap is -44.3% Target is ***
4. Hispanic/Latino	12	11	91.7%	In comparison to the over-represented, the Hispanic/Latino gap is 27.4%. Target is 64.3% or >
5. Nat. Hawaiian/Pac. Islander	0	0	N/A	There is no gap for American Indians/Alaska Natives Target is **
Total for 4 Underrepresented groups above	132	85	64.4%	No total is required
Other Group(s) ID by Institution				
Asian-American	11	8	72.7%	In comparison to the over-represented, the Asian-Am gap is 8.4%. Target is 64.3 or >
Socio-economic – <i>New Cohort</i> - Fall 2010 First Time Freshman	NA	Fall 2010 base 561		
<ol style="list-style-type: none"> Each campus-based plan shall implement a system of institutional accountability by using metrics that are specific and measurable. (Policy, page 3, bullet 2.) Underrepresented racial/ethnic minority categories are African-American/Blacks, American Indian/Alaskan Native, Hispanic/Latino, and Native Hawaiian/pacific Islander. 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 cohort is too small to set a target. *** 				

Primary Responsible Parties

Vice President for Student Affairs

*Unit/Department Heads

Provost & Vice President for Academic Affairs

*Academic Deans, Chairs and Department heads

Vice President for Institutional Development

*Unit/Department Heads

Vice President for Finance and Administrative Services

*Unit/Department Heads

Vice President for Student Affairs

The Vice President acts as an advisor to the President. The Vice President gives advice to the President on the operation of the University, makes recommendations on the establishment of administrative policy and executes responsibilities within the University governance system. Further, the Vice President is responsible for the overall management and growth of his/her respective area.

Action Steps for the Vice President for Student Affairs

- Provide an administrative structure that assumes a leadership role in promoting, coordinating, and monitoring diversity efforts by expanding the portfolio for the Director of Multicultural Affairs to the Assistant to the VP for Student Affairs for Diversity and Multicultural Student Enrichment, which can be created without incurring major additional operational costs. Creating this additional responsibility will assist the sustainability model for enhancing the growth and visibility for diversity in Student Affairs.
- Provide additional staffing to absorb the increased responsibilities of the Assistant to the Vice President for Diversity and Multicultural Student Enrichment position.
- Develop a clear process for the Racer Advantage Grant to ensure students are connected to the program.
- Ensure all department and unit heads participate in Human Resources training to develop skills to recruit, manage, and mentor diverse people and cultures. Training should specifically include a unit on how to provide excellent customer service.

Office of Retention

The Office of Retention is responsible for planning, processing and developing retention efforts to create academic growth, promote achievement, and guide students through challenges to foster and achieve academic success compatible with their personal abilities and goals. The Office partners with various offices and academic areas. The primary vehicle used to communicate student status in the classroom from faculty is the Retention Alert form which is available to all faculty via the Teaching/Advising tab on MyGate. Recognizing the vital role of student retention, the President's Commission on Retention was created in fall 2010 to evaluate and make recommendations to the President on issues related to student retention and graduation.

Action Steps for the Office of Retention

- Develop a comprehensive retention plan to assess and address student retention rate and address any revealed disparities.
- Develop academic Advisor Training program.
- Re-evaluate the Academic Restoration Plan.
- Implement the developed plan for the Racer Advantage Grant.
- Evaluate and enhance the Retention Alert Program as needed.

Office of Multicultural Affairs

The Office of Multicultural Affairs (OMA) is responsible for the development and implementation of multicultural programs, activities, and events. OMA sponsors cultural, social, and educational programs and workshops on campus. These activities are designed to enhance the academic success, retention, and personal development of multicultural students, specifically African-American/Black, Hispanic /Latino, Asian, Native Hawaiian/Pacific Islander, and American Indian/Alaskan Native students.

OMA embodies a commitment to diversity (as expressed in the [diversity definition](#) provided on page 2 of this Plan), and provides resources, academic support, programming, and leadership opportunities. In addition, OMA assists MuSU in providing a forum to help all persons on campus and in the City of Murray and Calloway County community better understand issues of diversity. The mission of OMA is to advocate and encourage a campus environment that embraces diversity and helps each student grow personally and academically. OMA programs and services are designed to address the needs of MuSU's multicultural student population, and to help them adjust to campus life and enjoy a successful college career. It accomplishes this through direct service to students, and provides a positive influence on the general campus climate.

Other special programs enhance the inclusion of culturally diverse students in the MuSU community. OMA provides one-on-one advice and counseling to individual students and groups. This is accomplished by concentrating on the first two years of the student's college experience, while also providing support and guidance throughout the student's entire college career.

In an effort to create a culture that will enhance and enrich the entire campus community, OMA works with other offices, organizations and departments on campus to improve awareness of and appreciation for racial and cultural diversity for the MuSU community. OMA seeks to enhance the retention, success, and graduation rates for multicultural students through programs such as, the Diversity Scholars Program, the Emerging Scholars Institute, the Study Tables Program, OMA Special Clubs, Retention Workshops, Hispanic/Latino Heritage Week, LGBT Week, African Week, Indian Week, Asian Week, Cultural Leadership Week, Diversity Week, the Annual Diversity Achievement Awards, the African-American Heritage Gala, and the Hitimu Graduation Celebration. (See [Appendix B](#) for Program Descriptions)

Action Steps for the Office of Multicultural Affairs

- Sustain financially the Emerging Scholars Institute (ESI), which is the primary retention initiative for the Office of Multicultural Affairs. Provide \$15,000 in a re-occurring budget to continue and expand the retention objectives of the ESI program.
- Establish a re-occurring budget of \$2000 to fund the Multicultural Parents Advisory Council.
- Expand the physical space, philosophical scope, and permanent holdings of the Dr. Marvin D. Mills Multicultural Center to include an adjacent Diversity Center.
- Develop a two-or-three credit hour course on Diversity and Racial-Ethnic Identity that students complete prior to their junior year. The Office of Multicultural Affairs would develop this course, which will be a seminar-style course utilizing GUI course credits. By offering one course in this category, MuSU does not dismiss the existence and importance of other forms of human diversity. Rather, it acknowledges that in this nation, and particularly in Kentucky, racial-ethnic identity remains at the forefront of social difference.

Women's Center

The MuSU Women's Center opened its doors in 1992 as a place for women and those interested in issues relevant to women. It offers a resource library with a specific focus on women's issues and self-help. With such programs as *Crazy in Love* and *Room with a View*, the Center hopes to educate MuSU students on some of the issues facing women today. The Center aim is to create a strong voice for change for the students and citizens of Murray. The purpose of the Center is to assist women in facing new challenges, opportunities, and demands which are encountered in today's ever-changing society. The Center sponsors programs relative to women's history, sexual assault, sexual harassment, eating disorders, and diversity. Further, the Center offers several groups to meet the needs of the campus; these groups include assertiveness training and support groups for women of color, single parents, LGBT, sexual assault survivors, adult children of dysfunctional families and adults molested as children. (See [Appendix B](#) for Program Descriptions)

Action Steps for the Women's Center

- Increase marketing efforts to raise awareness of and participation in Women's Center Programs and Activities.
- Recruit faculty and staff to assist with programs and activities in an effort to increase interaction with students.

Career Services & Cooperative Education

The goal of the Career Services staff is to assist students and alumni in finding employment opportunities while in school and following graduation. Through several cooperative education and internship opportunities, 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 opportunities for both on and off campus employers.

Action Steps for the Career Services & Cooperative Education

- Collaborate with the Office of Multicultural Affairs to promote career workshops to increase participation of underrepresented students.
- Actively recruit companies who are seeking to hire minorities to participate in the campus career fairs.

Office of Student Life/Curriss Center

The Director of Student Life/Curriss Center is a senior member of the student affairs staff. The director is responsible for the coordination and supervision of comprehensive extracurricular student life programs which include the student center, student organizations, Greek affairs, and student activities. The director supervises the activities of the Assistant Director of Scheduling and Marketing, the Coordinator of Greek Life and Student Organizations, and the Coordinators of Student Activities.

Action Steps for the Office of Student Life/Curriss Center

- Develop programming to create a diverse, engaging and inclusive environment in the Curriss Center.
- Increase the opportunities for diversity training for Student Organizations, especially the leadership of the organizations.
- Promote and support the creation of diverse Greek and student organizations.

The Provost and Vice President for Academic Affairs

The Provost and Vice President for Academic Affairs (the Provost) coordinates all university activities related to academics and recommends to the President action for conformity with the University's mission. The Provost chairs the University Academic Council and meets on a regular basis with the Directors, Deans, other Vice Presidents, and the President.

Action Steps for the Provost

- Expand the portfolio of an existing faculty or staff member to the Assistant to the Provost for Diversity, which can be created without incurring major additional operational costs. Creating this additional responsibility will assist the sustainability model for enhancing the growth and visibility for diversity in Academic Affairs.
- Evaluate MuSU's curriculum, pedagogy, and research efforts to ensure inclusivity throughout the academic programs.
- Expand the existing 099 "transitions" course to include a focus on diversity issues.
- Review and evaluate how the University is addressing services provided to Veterans; improve and expand efforts as needed.
- Ensure all department and unit heads participate in Human Resources training to develop skills to recruit, manage, and mentor diverse people and cultures. Training should specifically include a unit on how to provide excellent customer service.

Deans

Deans are responsible for the development of their colleges. Accordingly, the Dean is primarily responsible for the academic advising of students; for curriculum development, course offerings, and classroom instruction in the college; for library collection development and laboratory equipment; and for the administrative and financial management of the college or the University Libraries. Responsibilities and authority are shared with the Chairs, faculty and staff to whatever extent is most productive for the college. The Dean is accountable to the Provost, the President, and the MuSU Board of Regents for the success of the college or the University Libraries.

Action Steps for Academic Deans

- Each college will develop a comprehensive retention plan to increase student retention rate.
- Encourage faculty to strengthen partnerships with the Office of Retention to increase students' early detection on their academic progress.
- Engage faculty in evaluating curriculum, pedagogy, and research to ensure inclusivity throughout the academic programs.

Institute for International Studies

The Institute for International Studies provides specific support for international students. International students experience many unique concerns and problems while in the United States. At the Institute for International Studies, the international student advisors are available to help students adjust to life at MuSU. The Office provides orientation sessions, assistance in immigration matters, assistance with personal concerns, and referrals to other agencies as necessary. Several activities are also planned each year to help international students feel at home on the campus. International students come to the Institute for International Studies to arrange for school transfers, to apply for practical training, to submit proof of health insurance, to renew immigration documents, and to receive information on departure and re-entry into the United States.

Action Steps for the Institute for International Studies

- Expand opportunities for underrepresented students to participate in study abroad.
- Create and expand programs/events to increase awareness of cultures within the MuSU and City of Murray communities.
- Develop a "Cross-cultural Experience" program to provide faculty, staff and students with the tools to develop a broader understanding of the international student experience.
- Increase the number of countries in the Discover programs which rotates its country's visiting site.

Vice President for Finance and Administrative Services

The Vice President acts as an advisor to the President. The Vice President gives advice to the President on the operation of the University, makes recommendations on the establishment of administrative policy and executes responsibilities within the University governance system. Further, the Vice President is responsible for the overall management and growth of his/her respective area.

Action Steps for the Vice President for Finance and Administrative Services

- Provide a leadership role in promoting, coordinating, and monitoring diversity efforts by expanding the portfolio of an existing Administrative Staff member to the Assistant to the Vice President for Diversity and Administrative Services, which can be created without incurring major additional operational costs. Creating this additional responsibility will assist the sustainability model for enhancing the growth and visibility for diversity in Finance and Administrative Services.
- Ensure all department and unit heads, participate in Human Resources training to develop skills to recruit, manage, and mentor diverse people and cultures. Training should specifically include a unit on how to provide excellent customer service.

Vice President for Institutional Advancement

The Vice President acts as an advisor to the President. The Vice President gives advice to the President on the operation of the University, makes recommendations on the establishment of administrative policy and executes responsibilities within the University governance system. Further, the Vice President is responsible for the overall management and growth of his/her respective area.

Action Steps for the Vice President for Institutional Advancement

- Provide a leadership role in promoting, coordinating, and monitoring diversity efforts by expanding the portfolio of an existing staff member to the Assistant to the Vice President for Diversity and Institutional Advancement, which can be created without incurring major additional operational costs. Creating this additional responsibility will assist the sustainability model for enhancing the growth and visibility for diversity in Institutional Advancement.
- Make a concentrated effort throughout the year to connect with African-American/Black Alumni. This is an untapped group which can serve as resources for linking unique opportunities to support the University's African-American/Black students, faculty, organizations, and the Murray community.
- Promote the development of diverse alumni chapters to include Hispanic/Latino and LGBT Alumni.
- Develop opportunities for Alumni to contribute to a fund to support diversity initiatives on campus.
- Ensure all department and unit heads participate in Human Resources training to develop skills to recruit, manage, and mentor diverse people and cultures. Training should specifically include a unit on how to provide excellent customer service.

B. Graduation Rates

MuSU is using the fall 2004 cohort to provide graduation rates for fall 2010. 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 Measurable Objectives for Graduation Rates are listed in Table 5 on the following page.

Table 5. Measurable Objectives for Graduation Rates

Undergraduate Graduation Rates	Cohort 2004 Cohort	Conferred in 6 years	To be reviewed in 2015
1. White	1281	696	The over-represented (White) graduation rate is 54.3%
2. African-American/Black	77	34	The graduation rate for AA is 44.2%. In comparison to the over-represented, the AA gap is -10.1%. Target is 46.0%
3. Am. Indian/Alaskan Nat.	8	4	The graduation rate for Am. Indian/Alaskan Nat. is 50.0%. In comparison to the over-represented, the Indian/Alaskan Nat. gap is -4.3%. Target is ***
4. Hispanic/Latino	9	6	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 >
5. Nat. Hawaiian/Pac. Islander	0	0	In comparison to the over-represented group, there is no gap for Nat. Hawaiian/Pac. Islander. Target is **
Total for 4 Underrepresented groups above	94	44	No total is required
Other Group(s) ID by Institution			
Asian-American	13	7	The graduation rate for Asian-American is 53.8%. In comparison to the over-represented, the Asian-American gap is -0.5% Target is **
Socio-Economic – <i>New Cohort</i> - Fall 2010 First Time Freshman	NA		
<ol style="list-style-type: none"> Each campus-based plan shall implement a system of institutional accountability by using metrics that are specific and measurable. (Policy, page 3, bullet 2.) Underrepresented racial/ethnic minority categories are African-American/Blacks, American Indian/Alaskan Native, Hispanic/Latino, and Native Hawaiian/pacific Islander. 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 cohort is too small to set a target. *** 			

Primary Responsible Parties

Office of the Provost

Office of Student Affairs

Action Step for the Office of the Provost

- Develop and implement plans to increase participation of underrepresented students through high-impact academic programs such as the honors program, service learning, study abroad, and undergraduate research. These interdisciplinary learning experiences increase the likelihood of degree completion and yield essential learning outcomes in critical thinking, social responsibility, and intercultural skills.

Action Steps for the Office of Student Affairs

- Monitor six-year graduation rates for underrepresented students.
- Provide advising and workshops for underrepresented students finding difficulty in finishing their academic programs within six years.

C. Degrees Conferred

A degrees conferred figure included 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 on the following page. 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.

Table 6. Measurable Objectives for Degrees Conferred

Degrees Conferred	AY 2009-10 Degrees Conferred	To be reviewed in 2015
1. White	1872	91.5%
2. African-American/Black	126/6.2%	6.4%
3. Am. Indian/Alaskan Nat.	8/0.4%	0.5%*
4. Hispanic/Latino	22/1.1%	1.3%
5. Nat. Hawaiian/Pac. Islander	0	0
Total for 4 Underrepresented groups above	156	No total is required
Other Group(s) ID by Institution		
Asian-American	18	This figure will increase.
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. *		

Primary Responsible Parties

Office of the Provost

Office of Student Affairs

*Office of Retention

Action Step for the Office of the Provost

- Promote the new Certificate and Graduate Programs. MuSU will offer six new graduate certificate programs (Veterinary Hospital Management, Organizational Dynamics, Professional Writing, Human Development and Leadership, Professional Telecommunications Systems, and Youth and Nonprofit Leadership).

Action Step for the Office of Student Affairs

- Provide workshops and programs to decrease percentage of undeclared majors and promote major declaration by the sophomore year.

D. Undergraduate Student Transfer from KCTCS to 4-Yr 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.

III. 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 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.

Although comparative data are not available for all diverse categories, MuSU does know that in terms of racial/ethnic diversity, it has some strides to make. 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.

Table 7. Measurable Objectives for Faculty

Faculty	Based on IPEDS Fall 2010 Faculty count of 413	To be reviewed in 2015
1. White	347	Over-represented (White) faculty is 84.0%.
2. African-American/Black	12	In comparison to the over-represented, the AA gap is -81.1%. Target is 17
3. Am. Indian/Alaskan Nat.	2	In comparison to the over-represented, the American Indians/Alaska Nat. gap is -83.5%. Target is ***
4. Hispanic/Latino	3	In comparison to the over-represented, the Hispanic/Latino gap is -83.3%. Target is 5
5. Nat. Hawaiian/Pac. Islander	0	There is no gap for American Indians/Alaska Natives. Target is ***
Total for 4 Underrepresented groups above	17	No total is required
Other Group(s) ID by Institution		
Asian-American	2	In comparison to the over-represented, the Asian-Am gap is -83.5%. Target is ***
<ol style="list-style-type: none"> 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 8. Measurable Objectives for Professional (Exempt) Staff

Professional (Exempt) Staff	Based on IPEDS Fall 2010 Professional Staff count of 298	To be reviewed in 2015
1. White	264	Over-represented (White) Exempt staff is 88.6%.
2. African-American/Black	23	In comparison to the over-represented, the AA gap is -80.9%. Target is 28
3. Am. Indian/Alaskan Nat.	0	There is no gap for American Indians/Alaska Natives Target is ***
4. Hispanic/Latino	1	In comparison to the over-represented, the Hispanic/Latino gap is -88.3%. Target is 3
5. Nat. Hawaiian/Pac. Islander	0	There is no gap for American Indians/Alaska Natives Target is***
Total for 4 Underrepresented groups above	25	No total is required
Other Group(s) ID by Institution		
Asian-American	1	In comparison to the over-represented, the Asian-Am gap is -88.3% Target is ***
<ol style="list-style-type: none"> 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 9. Measurable Objectives for Executive/Administrative/Managerial

Executive/Administrative/Managerial	Based on IPEDS Fall 2010 Executive/Administrative/Managerial count of 68	To be reviewed in 2015
1. White	54	Over-represented (White) Executive/Administrative/Managerial is 79.4%
2. African-American/Black	8	In comparison to the over-represented, the AA gap is -67.7% Target is 10
3. Am. Indian/Alaskan Nat.	0	There is no gap for American Indians/Alaska Natives. Target is ***
4. Hispanic/Latino	2	In comparison to the over-represented, the Hispanic/Latino gap is -74.7%. Target is 3
5. Nat. Hawaiian/Pac. Islander	1	In comparison to the over-represented, the American Indians/Alaska Natives gap is -77.9%. Target is ***
Total for 4 Underrepresented groups above	11	No total is required
Other Group(s) ID by Institution		
Asian-American	0	There is no gap for Asian-Americans. Target is ***
<ol style="list-style-type: none"> 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. *** 		

Primary Responsible Parties

Office of the President

*Office of Equal Opportunity

Vice Presidents

*Office of Human Resources

*Directors

Office of Provost

*Deans

Office of the President

The President serves as the Chief Executive Officer of MuSU and is ultimately responsible to the Board of Regents for all matters pertaining to the institution.

Action Steps for the Office of the President

- Embrace diversity and set the tone for MuSU community to value diversity in the work environment, causing all to feel appreciated and respected.
- Employ all available management tools to hold the Vice Presidents accountable for creating and maintaining a climate inclusive of diversity within their colleges/offices

Office of Equal Opportunity

The Office of Equal Opportunity works to ensure that MuSU makes a good faith effort at providing a working and learning environment free from illegal discrimination and harassment. The mission is to develop partnerships with faculty, staff, and students to continually make progress toward an equal opportunity climate.

Action Steps for the Office of Equal Opportunity

- Continue to monitor the success of efforts to create a diverse workforce.
- Develop strategies to improve the success of search processes in identifying and assessing the credentials of applicant pool, specifically underrepresented groups.
- Receive and approve *Authorization to Interview Form* and any justification requests for all external searches.
- Prepare quarterly updates on workforce composition and disseminate to PCDI, VP, Deans, and Chairs.
- Ensure access to the President's Minority Fund to aid hiring unit with financial assistance for making competitive offers to prospective faculty and professional staff for underrepresented groups.
- Review salary for exempt employees to evaluate equity and provide recommendation to the President for any necessary adjustments.
- Assist with resurveying the campus to gauge the campus climate. The result of this survey will direct the efforts for retention of the highest caliber faculty and staff.

- Provide workshops that foster an inclusive work environment and allow students, faculty, and staff to interact and develop intercultural skills.

Vice Presidents

The Vice Presidents act as the President's management team advising the President on the operation of the University makes recommendations on the establishment of administrative policy and executes responsibilities within the University governance system. Further, the Vice Presidents are responsible for the overall management and growth of his/her respective areas.

Action Steps for the Vice Presidents

- Disseminate and actively support the Human Resources mandatory training program for supervisory personnel to develop skills to recruit, manage, and mentor diverse employees and cultures.
- Disseminate and actively support the Human Resources career development program for staff to increase opportunity for professional advancement and growth within MuSU.
- Integrate the achievement of diversity initiatives as a critical component when evaluating the performance of Directors and Administrative staff.
- Participate in workshops that foster an inclusive work environment and allow students, faculty, and staff to interact and develop intercultural skills.

Office of Human Resources

The Human Resources Office will partner with members of the MuSU community to foster a work environment that attracts, retains, and motivates excellence in people so that MuSU is successful in its mission. A critical component to retaining employees is the management of diversity.

Managing diversity within the workplace means promoting an environment where each faculty and staff member is empowered to contribute to the work in their respective areas. It is critical for managers and supervisors to be sensitive and alert to the interactions between faculty and staff, and to articulate clear expectations about appropriate behaviors in the workplace.

Action Steps for the Office of Human Resources

- Initiate a mandatory training program for supervisory personnel to develop skills to recruit, manage, and mentor diverse people and cultures. Training should specifically include a unit on how to provide excellent customer service.
- Broaden the institutional membership for advertising venues to include publications specifically targeting a diverse audience, such as *Diverse: Issues in Higher Education*. Automatically submitting all external search advertisements to such venues should garner a large and diverse applicant pool.
- Support and encourage the hiring units to extend an on-campus interview to a diverse candidate provided the applicant pool includes qualified diverse candidates.
- Create a career development program for staff to give them increased opportunity for professional advancement and growth within MuSU and disseminate such information to all staff.

- Implement a systematic exit interview process to better understand why people are leaving MuSU. It is essential that this process not only gather information but also analyze information proactively and respond to any concerns.
- Continue to research ‘extended family friendly’ policies and programs. Future success in recruiting and retaining a diverse workforce will depend significantly on MuSU’s success in actively promoting diversity and inclusion.
- Continue to implement the results of the Compensation Study for Nonexempt employees.

Directors

The role of the Directors is to manage their respective area to be in line with the structure provided to them by the Vice Presidents. They should provide support to their employees in fulfilling the unit’s mission and advancing in their professional careers. The Directors should also act as an advocate for their employees and encourage and reward excellence.

Action Steps for the Directors

- Implement the Human Resources mandatory training program for supervisory personnel to develop skills to recruit, manage, and mentor diverse people and cultures.
- Ensure staff vacancies are advertised in publications that should garner a large and diverse pool of applicants.
- Ensure committees for staff vacancies have at least one member from an underrepresented group.
- Ensure the utilization of the President’s Minority Fund to aid hiring units with financial assistance for making competitive offers to prospective professional staff for underrepresented groups.
- Execute the Human Resources career development program for staff to increase opportunity for professional advancement and growth within MuSU.
- Participate in workshops that foster an inclusive work environment and allow students, faculty, and staff to interact and develop intercultural skills.

Office of the Provost

As the Chief Officer for Academic Affairs, it is imperative for the Provost to appreciate his/her role in faculty retention and promotion. The Office has the primary role in decisions concerning hiring, rewarding and funding leaves, tenure, promotion, and salaries. Further, the Office has the responsibility for addressing faculty administrative communications and concerns.

Action Steps for the Office of the Provost

- Integrate the achievement of diversity initiatives as a critical component when evaluating the performance of Deans and Chairs.
- Work with colleges to examine the curriculum, course content and methods, classroom climate and teaching styles to eliminate gender and racial bias to enhance the education of all students. Provide appropriate incentives and rewards for faculty who are successful.
- Develop creative ways to reward faculty and staff for their support of diversity initiatives and contributions to MuSU.

- Develop a support program for untenured underrepresented faculty to successfully navigate the tenure and promotion process.
- Participate in workshops that foster an inclusive work environment and allow students, faculty, and staff to interact and develop intercultural skills.

Deans

The Dean is primarily responsible for managing the recruitment, evaluation and retention of faculty.

Action Steps for the Deans

- Ensure faculty vacancies are advertised in publications that should garner a large and diverse pool of applicants.
- Ensure committees for faculty vacancies have at least one member from an underrepresented group.
- Ensure the utilization of the President's Minority Fund to aid hiring unit with financial assistance for making competitive offers to prospective faculty for underrepresented groups.
- Develop a support program for untenured underrepresented faculty to successfully navigate the tenure and promotion process.
- Ensure the working conditions for faculty and staff in their respective areas are fair and conducive to successful retention and promotion.
- Integrate the achievement of diversity initiatives as a critical component when evaluating the performance of Chairs.
- Participate in workshops that foster an inclusive work environment and allow students, faculty, and staff to interact and develop intercultural skills.
- Actively recruit from the information gathered through attending the Southern Regional Educational Board (SREB).

IV. Campus Climate

Included in the charge for the President's Commission on Diversity and Inclusion (PCDI) is the responsibility for examining the cultural dimensions that affect MuSU's ability to attract and retain underrepresented faculty, staff, and students. The review is inclusive of both campus-wide and community-wide issues. The PCDI is charged with making recommendations to the President to improve the overall university climate and environment.

MuSU understands that embracing diversity is vital, because it will propel MuSU towards excellence and enhance the institution's ability to prepare its graduates to be successful in the global society. A distinct challenge for higher education is the changing demographics. As our faculty, staff, and student populations become increasingly diverse, it is imperative that higher education create and maintain a healthy learning environment among the community. The

college setting is potentially the first time for many to have an opportunity to interact with other cultures. MuSU is aware that interpersonal and intercultural conflicts may arise as a result of increasing diverse populations. Clearly, to address the conflicts, the campus will need the ongoing support of the senior administration.

As an initial step to rewarding exempt employees for diversity efforts, the President, in 2009, created the President's Award for Diversity and Inclusion. This was at the recommendation of the PCDI. The award recognizes extraordinary efforts by faculty and exempt staff that are institutional change agents for underrepresented populations. The recipient is publicly acknowledged and receives remuneration. To recognize nonexempt employees advancing an inclusive community for all at MuSU, a second award with similar criteria and benefits will be implemented.

Specifically, for student climate improvements, MuSU has found that increasing programming assistance to student organizations is most valuable. The Office of Multicultural Affairs (OMA) provides programming assistance for a number of student organizations, specifically, Black Student Council and Alliance (LGBT). OMA will reactivate the Multicultural Council in fall 2011; this organization will provide support for Multicultural and Diverse students groups. OMA recognizes the academic and diversity accomplishments of students during the annual Diversity Achievement Awards Reception. OMA's "Celebration of Diversity" allows diverse student organizations to highlight their culture throughout the school year. OMA's Hitimu Celebration (Swahili for "Graduation") celebrates the diversity of the graduating class each semester. OMA will be starting a Spectrum Club that will address issues related to the LGBT community in fall 2011. OMA's African-American Heritage Gala is in its 5th year and recognizes and honors African Americans and others across the Commonwealth for their contributions to their communities and to the Commonwealth of Kentucky.

Further, MuSU is enhancing the climate for lesbian, gay, bisexual and transgendered (LGBT) students, faculty, and staff. MuSU will advance education efforts involving sexual orientation and gender identity/expression through programming and campus-based services. These may include events to increase awareness of the experiences and concerns of LGBT people for the broader community. Also, materials will be provided that can be used by all faculty and staff, when appropriate, to address LGBT issues in the classroom and in administrative offices. The expansion of the "Safe Zone" program will include training and ally support resources. Further initiative examples are to explore the establishment of an LGBT identified fraternity/sorority, to encourage faculty and staff to create a university-recognized LGBT organization for employees, and to create an LGBT alumni group that benefits the MuSU community.

As a means to assess the campus climate, the PCDI will use a campus climate survey to engage and seek feedback for continuous improvement from the campus community. A similar survey was conducted in 2005. The hope is to use a comparable survey instrument involving interactions both in and outside of the classroom, within work units, and in the residential colleges to gauge the campus climate. Once results are analyzed, the PCDI will provide recommendations to the President to begin to address realized concerns. A key to embracing diversity is asking the question, "How can I change?" rather than expecting only the other person to change.

In conversations with the extended campuses about the Plan, some expressed concern about being isolated from the main campus. MuSU recognizes the importance of an inclusive climate at the extended campuses where students may obtain an education from MuSU having never visited the main campus. While having this ability can be beneficial to our non-traditional students, MuSU wants to ensure that students who choose to study at the extended campuses have a good college experience and receive a quality education. While the strengths of the extended campuses are many, the services provided to students at these locations are critical and must remain strong to support the diverse student populations they serve. As enrollment at the extended campuses continues to grow, infrastructure for expanding services must also grow. The services that must be expanded include tutoring, career planning, student organizations and veteran's affairs. Additionally, MuSU will develop a plan for funding sources to upgrade the quality of technology resources at the extended campuses. As mentioned, it will take all members of the MuSU community to work within their areas of influence to embrace diversity and create a healthy work environment.

University Communications

University communications will value and emphasize the institution's diversity and diversity-related efforts given the critical importance of expanded awareness by the University community and its service region. These efforts will be coordinated by the University Communications Office, which includes Public Relations, Publications, Electronic Media/Broadcast Media Services, and Web Management. Enhancements to existing work will be explored for internet-based marketing such as placed advertising and social media platforms to attract diverse students, faculty, and staff. An official diversity homepage will be developed and launched from the MuSU homepage as a hub to all diversity-related programming, offices, and services at the institution. Diversity efforts will be made widely available through the campus print communications, including the Summer Orientation program booklet, the Gateway and Blue and Gold magazines, and the official annual report entitled Points of Pride.

V. Reaffirmation of the commitment to Kentucky African-American Students

MuSU will use the five (5) objectives (as listed in the Kentucky Plan) for Kentucky Resident African-American students to assess the impact on broaden the scope. Objectives are listed below:

- Kentucky Resident African-American Undergraduate Enrollments
 - Objective 6.0%
- Retention of Kentucky Resident African-American First -Year Students
 - Objective 65.8%
- Retention of all Kentucky Resident African-American Undergraduate Students
 - Objective 77.8%
- Six-year Graduation Rate for degree-seeking Kentucky Resident African-American Undergraduates – fall 2005 Cohort

- Objective 48.7%
- Kentucky Resident African-American Graduate Student Enrollments
 - Objective 4.7%

VI. Assessment

In addition to the annual review by CPE, the PCDI will set annual goals and priorities based on this Plan. These goals and priorities will be directly related to the objectives and action steps of each area covered in the Plan. This internal assessment will be conducted within a time frame to meet the annual CPE report date of October 2012.

PCDI members will discuss scores and action steps with responsible parties. Those who have achieved set goals will be commended and will be asked to establish new objectives and action steps for the Plan's next phase of implementation. Responsible parties of goals that were somewhat achieved will be asked to focus on essentials needed to make stated action steps/goals completely achievable. However, responsible parties of unachieved goals will be questioned as to why goals were not achieved and challenged to revise previous objectives and action steps that will produce positive results. Lastly, responsible parties of goals that were not attempted will be charged to examine and attempt past goals.

Through this assessment, responsible parties and PCDI members can take pride in the validity and credibility of this Plan.

VII. Appendices

Appendix A: Office of the Provost Program Descriptions

Appendix B: Office of Student Affairs Program/Event Descriptions

Appendix A: Office of the Provost Program Descriptions

The Office of the Provost 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:

Coordinator of Domestic Graduate Recruitment and Retention

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.

LEAD (Leaders Engaging in Administrator Development) Assistance Program

This program has been designed to fulfill the need for underrepresented minorities (as defined in this Plan), teachers and administrators by granting a waiver of in-state tuition to qualified teachers for one course per semester leading to licensure as an administrator or guidance counselor (preference given to African-American/Blacks and Hispanic-Americans). Participants in the program agree to organize or participate in teacher recruitment efforts at their employing school districts through educator workshop projects. Robert Lyons from the College of Education will lead the charge of recruiting educators. Since the summer semester of 2003, over 50 educators have benefited from this program, with 11 currently placed as administrators in the regional service area.

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.

Continuing Education and Academic Outreach

Integrated Studies

This alternative baccalaureate degree accredited by the Southern Association of Colleges and Schools is designed for adults with previous college credit and/or significant life experience. Flexible degree requirements and alternative methods of earning college credit are very appealing to adults. In addition, students established in their careers find the program appealing for career advancement and a method by which to complete their degree.

Adults Belong in College (ABC)

This program helps adult learners of any age get admitted to and become successful at MuSU. ABC provides services which include pre-admission advising, back-to-school workshops, and

adults-only orientations to help adults overcome feelings of insecurity, anxiety, intimidation, so they can achieve their educational goals.

Certificate Programs

Human Development and Leadership

This certificate program is designed for individuals who are working in administration, program development, or direct services. It will provide additional information and skills for those with leadership responsibilities or for those who want to assume a greater leadership role.

Professional Writing

The graduate certificate in professional writing is designed to complement traditional, disciplinary graduate, and professional degree programs. Objectives of the certificate are to enhance writing and critical thinking abilities, to understand cultural and rhetorical influence on writing situations and genres, and to study and practice rhetoric and discourse in professional and technical environments.

Youth and Nonprofit Leadership

This program certificate is designed to give additional preparation to leaders in the nonprofit sector, which is growing very rapidly. The certificate focuses on competencies in youth and human services, and will strengthen leadership skills and programs addressing many community needs in the region.

Appendix B: Office of Student Affairs Program/Event Descriptions

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
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
Co-sponsored Paxton Scholars Program with the College of Education and Paducah Tilghman High School

Counselor Luncheons

Lexington, KY
Memphis, TN
Louisville, KY

Dessert Receptions

Christian County, KY/Clarksville, TN
Evansville, IN
Fairview Heights, IL
Louisville, KY
Nashville, TN
Northern KY/Cincinnati, OH
Owensboro, KY
St. Louis, MO

Office of Financial Aid and Scholarships 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' 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 socioeconomic 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. Recipients should maintain an “average” academic standing. 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 of full-time enrollment).

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.

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.

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 the 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 360 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.

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. The Diversity Scholars overall grade point average for the 2009-2010 academic year was 3.2.

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.

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.

“Hump Nite” Study Tables Program (STP)—Retention initiative

Hump Nite Study Tables Program (STP) is a weekly group study session held in the Curris Center Stables with tutors, faculty & staff mentors & refreshments. STP is designed to assist students in developing good study habits. Attendance records and 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.

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.

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 student 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