
Murray State University Diversity Plan (the Plan)
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

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

 16

 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

Commission on Diversity and Inclusion Committee Members

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

Ji Tm[)TJSt16lBTJe

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.

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.

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

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

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. The 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 our core values is diversity. It understands and affirms that diversity is inextricably linked to excellence. Murray State

religion, age, veteran status and disability. See

-

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
on Equal Opportunity (CEO):

Committee

- I. responsibility (AGR, 2009 estimate)
- II. Student Success
- III. Workforce Diversity
- IV.

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	

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.

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 4 179.54 49.62 ETQ48 rec T

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

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

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.

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

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

-

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 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 E _____ 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 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.

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		

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

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

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 specifically address transfer issues in the next phase of the Diversity Plan. In conversation with 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.

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 _____ 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

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

- 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.
- 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

(PCDI) is the responsibility for examining the cultural dimensions that affect 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 es 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,

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

will develop a plan for funding sources to upgrade the quality of technology resources at the extended campuses. As mentioned, it will take alTJETBT1 0 0 1 152.3 65

rUnve

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. 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 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-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

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 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.

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. promotion of supportive relationships.

Find the Leader in You (FLY) 3rd & 4th Year Students

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

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 Mu and May graduation ceremonies. This event is supported institutionally by the President, Vice Presidents, administrators and faculty and staff.

Annu

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.

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.

AllianceóLesbian, 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.

K ca YbDj 7 YbhYf Dfc[fUa g'

Growing into Respected Outstanding Women (G.R.O.W.)

Growing into Respected Outstanding Women (G.R.O.W.) is a mentoring program through the

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 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