MURRAY STATE UNIVERSITY DIVERSITY PLAN (THE PLAN)

CPE Staff Review: April 3, 2017

CPE CEO Reviews: June 2, 2017

July 20, 2017

MuSU Board of Regents Approval:

August 25, 2017

CPE Approval: February 2, 2018

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President's Commission on Diversity and Inclusion Committee (PCDI)

The Commission is an extension of the President's commitment to diversity and inclusion at the institution as an institutional advisory board.
The charge of PCDI:

> The *President's Commission on Diversity and Inclusion (PCDI)* is an advisory and consulting body for and to the President of Murray State University. The *PCDI* serves to enhance the President's efforts in advancing an agenda that embraces diversity in all shapes and forms, fortifies an environment of inclusivity and promotes the exploration of ideas that will enrich all members of the Murray State community. Members of the *PCDI* are appointed by the President on one, two or three-year rotations and are intended to be representative of the Murray State community.

> The *PCDI* is charged with making recommendations to the President that can improve the climate and environment of the University for the recruitment and retention of diverse faculty, staff and students.

> To achieve this goal, the *PCDI*, as a collective body, is charged to: analyze Murray State University's ongoing diversity efforts and provide recommendations; identify challenges and provide corresponding potential solutions; provide information and assistance for policy formulation and review; engage in diversity planning activities and reporting as appropriate and requested; support programs and projects that raise the awareness of issues and themes central to diversity and inclusion; and, provide insights related to issues and circumstances as identified and presented by the President.

Annually in addition to this global charge, the President will share the Presidential focal points which reflect campus needs and will guide the work of PCDI. PCDI will supply principal recommendations semi-annually or annually to the President. Given the changes made to the Statewide Diversity Policy, there have been meetings to discuss how PCDI will effectively and efficiently carry out the charge in the future.

Executive Summary

The Murray State University (MuSU) 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. Diversity is the responsibility of the entire University community. The Plan describes the measures that will be taken from 2017–2021 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 *Council on Postsecondary Education's (CPE) Policy for Diversity, Equity, and Inclusion* (Statewide Policy).

The President's Commission on Diversity and Inclusion (PCDI) maintains the charge of involving others in a host of meetings which began during the fall 2016 semester:

- Meetings with the Collegiate Deans – individually and collectively
- Meetings with the Vice Presidents – individually and collectively
- Meetings with members of PCDI
- Meetings to discuss future of PCDI
- Meetings with Human Resources
- Meetings with leaders of various units
- Meetings, interviews and surveys in collective or individual formats with various students, student leaders and student focus groups and student advisors including but not limited to Alliance, Black Student Council, NPHC, etc.
- Preparation of drafts of the Diversity Plan for review and feedback from the aforementioned constituents

The responses from these efforts were reviewed for incorporation into the plan and will provide a more comprehensive review of our campus needs and climate. Murray State's progress towards achieving diversity has been established as an institutional strategic priority in its Strategic Plan approved by the Board of Regents in June 2015:

STRATEGIC INITIATIVE: Advancing a Culture of Academic Excellence
Goal: Creating and enhancing academic programs that will propel Murray State to be recognized as the Commonwealth's premier public University and the "University of Choice."

> Objective 3: Enhance efforts to recruit, retain, and engage a diverse, creative and outstanding faculty and staff.
> Measures/Action Steps:
> 1. Formalize strategies to meet or exceed benchmarks set forth by the MuSU Diversity Plan.
> 2. Formalize strategies to meet or exceed 2015 benchmarks and future measures set forth by the CPE.

The Plan outlines the existing MuSU diversity statement, statement of purpose, vision, diversity definition, development efforts, and implementation responsibilities. A definition of diversity as adopted by the Council on Postsecondary Education is presented. The strategic initiatives must directly address the core values that Murray State fosters through the integration of multiple components. The strategic initiatives are:
- Academic Excellence
- Student Success
- Research, Scholarship, and Creative Activity
- Community Engagement and Economic Development

These strategic initiatives complement the definitions articulated by the CPE and listed below.

Diversity Definition (Adopted in the Statewide Policy)

> *Diversity – People with varied human characteristics, ideas, world views, and backgrounds. 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).

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 that the University is asked to serve.

Statement of Purpose

Murray State University serves as a nationally-recognized residential comprehensive university. MuSU is comprised of the main campus, extended campuses, and an online presence that offer high quality degree programs. Among the University's core values and guiding principles are diversity, teaching, research, and service.   These core values are guiding principles that promote economic development and global citizenship.

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.

MuSU places a high premium on academic outreach, collaborative relationships with alumni, public schools, business and industry, governmental agencies, and other colleges and universities nationally and internationally. The University prepares graduates to compete in a culturally diverse and global society. MuSU's commitment to global awareness includes opportunities for international education and cross cultural exposure.

Transitions courses and honors programs, internships, study abroad programs, service learning, research and innovation, student organization involvement, experiential learning, Honors College, and the Residential College system all promote student-centered learning.

MuSU recognizes its greatest competitive advantage lies within an increase in student enrollment, recruitment, retention and graduation rates; employee recruitment and retention rates and an increase in campus wide exposure to a marketplace of ideas which fosters a welcoming and safe environment. MuSU continues its vigorous observation and environment with state and federal antidiscrimination laws and its own policies which promote non-discrimination. Other key institutional values, statements, and missions are available online.

- Non-Discrimination Statement - The University's non-discrimination statement appears on the website of the Office of Institutional Diversity, Equity and Access (IDEA) at: Changes in the   http://www.murraystate.edu/idea .
- Institutional Mission Statement - MuSU's institutional mission can be found online at: www.murraystate.edu/mission.

Additional Definitions Related to Diversity

The following terms are provided, consistent with the CPE's Statewide Diversity Policy:

Culture – A distinctive pattern of beliefs and values that develop among a group of people who share the same social heritage and traditions.

Cultural Competence - An ability to interact effectively with people of different cultures. A culturally competent individual:

- Has an awareness of one's own cultural worldview;
- Possesses knowledge of different cultural practices and worldviews; and
- Possesses cross-cultural skills to better interact with those from other cultures.

Diversity - People with varied human characteristics, ideas, world views, and backgrounds. Diversity in concept expects the creation by institutions of a safe, supportive, and nurturing environment that honors and respects those differences.

Equity -   The creation of opportunities for historically underrepresented populations to have equal access to and participate in educational programs.

Fidelity –   Faithfulness in implementing programs or strategies as they were designed. Evidence of fidelity may include, but would not be limited to, the following:

- Dedicated staff (i.e., the number of staff, their level of expertise, and the amount of professional development, mentoring, and coaching provided to staff responsible for implementation).
- Specific examples of student or staff participation.
- Data collected on strategy inputs and outputs.
- Participation rate of students.
- Dedicated funding.
- Development of implementation timetables and milestones achieved.
- Narrative descriptions of the implementation process.

Inclusion - The active, intentional, and ongoing engagement with diversity—in the curriculum, in the co-curriculum, and in communities (intellectual, social, cultural, geographic) with which individuals might connect—in ways that increase awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within systems and institutions.

Low-Income – Pell recipients at entry or during specific semesters (varies depending on the specific metric)

Underrepresented Minority* (URM) – Students who categorized themselves as a) Hispanic or Latino, b) American Indian or Alaska Native, c) Black or African-American, d) Native Hawaiian or Other Pacific Islander, or e) Two or more Races.

* Please note that the CPE's Diversity Policy lexicon does not provide an independent definition for URM as it relates to Workforce Development but uses URM to reference individuals rather than students as its definition suggests when referencing the institution's workforce.

Development Efforts and Implementation Responsibilities

The President's Commission on Diversity and Inclusion (PCDI) is charged with assisting the Office of Institutional Diversity, Equity and Access (IDEA) with the development and ongoing review of the Diversity Plan and initiatives while also tracking progress. PCDI engages working groups to address specific areas outlined in the statewide policy. Information and input may be gathered from students, faculty, and staff during established forums, meetings, seminars, events, or other modes of public and private feedback. Notice of the Plan's availability and any subsequent updates are distributed via the University's official electronic newsletter and the PCDI website. IDEA acts as the liaison to the PCDI to ensure the University is in compliance with both state and federal mandates.

The entire University community shares responsibility for the progress made toward diversity.   Each Vice President (Provost and Vice President for Academic Affairs, Vice President for Finance and Administrative Services, Vice President for Student Affairs and Vice President for University Advancement) is responsible for assuring that the Plan is implemented in their respective areas and supplying a report annually. Based on the schedule as provided by the CPE's Committee on Equal Opportunities (CEO) which estimates an institutional report to be submitted annually early fall, the Vice Presidents would supply an annual report annually at the end of June, about progress achieved and areas for development. The Board of Regents and President's commitment to diversity includes supporting the Plan and reviewing financial resources available to sustain the diversity initiatives.

Sustainability Model

Sustainability undergirds the institution's efforts toward diversity progress. At the writing of this second iteration of the Plan, our nation faces civil unrest pertaining to respect, diversity and a marketplace of ideas. Murray State University recognizes the impact on community of a single act of intolerance, hate, or violence locally, regionally, and throughout the world. Each Vice President is charged with assuming the leadership role in providing division oversight for diversity efforts. Each leader within their division is responsible for monitoring, promoting, coordinating and reporting to the Vice President in regard to diversity efforts within their unit and plans to address challenge areas.

Annually each Vice President's direct reports will select at least two distinct goals/objectives to guide their efforts for the year. *Each direct report of the Vice President will provide information from the two objectives/goals that were established to be assessed each year of the Plan.* The Vice Presidents will have an annual report based on the selected goals for the year. The annual report should also include specificity toward achievement of the selected goals for the year. The report will be submitted to IDEA who will then provide the report to the chair of the PCDI. An executive summary will be prepared for the President and IDEA related to the specific objectives/goals for each Vice President. See graphic in the "Institutional Implementation and Annual Reporting Timeline" section.

A. Implementation Timeline

CPE Statewide Planning, Implementation & Reporting Timeline
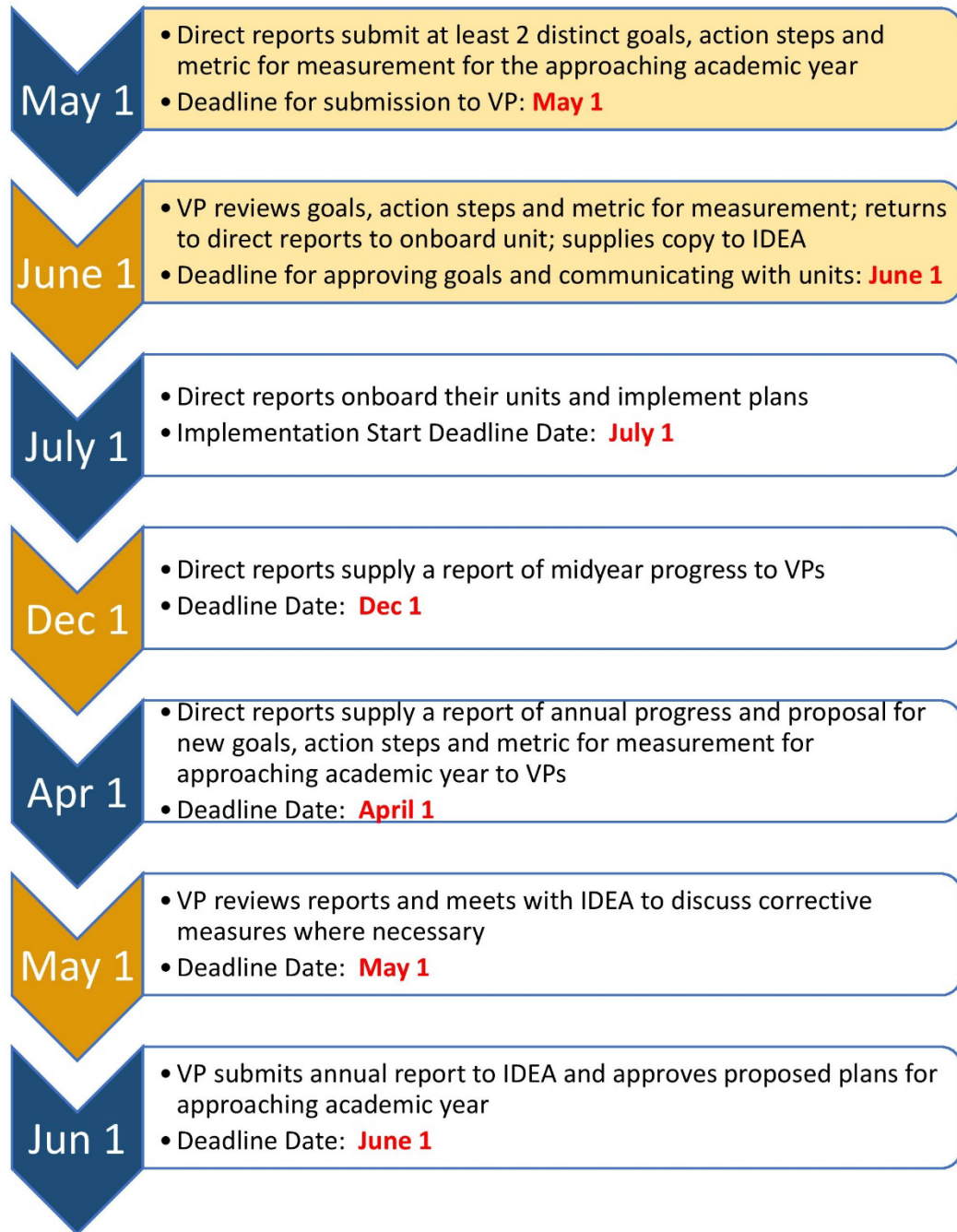
This plan will be reviewed on the schedule below as determined by the CPE on a document dated September 26, 2016:

Phase I   Planning
                 Inclusion Excellence Symposium at Northern Kentucky University –
                 October 13- 14, 2016
                 CEO meeting – October 13, 2016

Phase II   Plan Review and Refinement
                 Institutional Diversity representatives meeting – January 23, 2016
                 Rough draft of Campus Diversity Plans due to CPE – April 3, 2017
                 Institutional Diversity representatives meeting – April 10, 2017
                 Campus review plans with stakeholders – April – May 2017
                 On-site review teams for in-depth discussion of plans –May – June 2017
                 Presentation of final plans/Final recommendations by CEO – July 20, 2017

Phase III   Plan approval and Submission
                 Campuses received approval from institutional governing board – August –
                 September 2017
                 Final plans submitted to CPE – October 1, 2017
                 CEO meeting – October 16, 2017
                 Institutional Diversity representatives meeting – January 2018

Phase IV: Implementation and Reporting
                 Data Collection Period – August 2017 – June 2018
                 Preliminary annual report with data (not scored) – September 14, 2018
                 Optional draft annual report to CPE – December 14, 2018
                 CPE feedback to campuses on optional draft report – January 10, 2018
                 Year 1 Campus reports due to CPE and CEO – March 1, 2019
                 Review team results presented to CEO and Council – March - April 2019
                 Degree ineligibility begins (if applicable) – Fall 2019

Institutional Implementation and Annual Reporting Timeline

The following graphic is a proposed timeline for the institution and subject to change. Please note that the first report will not be due until December 1, 2018 and will cover a collection period from August 1, 2017 – June 30, 2018.

Institutional Implementation & Annual Reporting Timeline

May 1
- Direct reports submit at least 2 distinct goals, action steps and metric for measurement for the approaching academic year
- Deadline for submission to VP: **May 1**

June 1
- VP reviews goals, action steps and metric for measurement; returns to direct reports to onboard unit; supplies copy to IDEA
- Deadline for approving goals and communicating with units: **June 1**

July 1
- Direct reports onboard their units and implement plans
- Implementation Start Deadline Date: **July 1**

Dec 1
- Direct reports supply a report of midyear progress to VPs
- Deadline Date: **Dec 1**

Apr 1
- Direct reports supply a report of annual progress and proposal for new goals, action steps and metric for measurement for approaching academic year to VPs
- Deadline Date: **April 1**

May 1
- VP reviews reports and meets with IDEA to discuss corrective measures where necessary
- Deadline Date: **May 1**

Jun 1
- VP submits annual report to IDEA and approves proposed plans for approaching academic year
- Deadline Date: **June 1**

This graphic organizer represents a PROPOSED timeline for our institutional process and the final timeline shall be dependent upon the July 2017 approvals of the Plan supplied by the CPE. The areas shaded in light yellow represent the first year implementation year only. The remaining portions of the timeline represent dates which will be repeated annually. Given the July 2017 approval timelines, the dates for the first year may be adjusted.

Strategies

MuSU has developed clear strategies as follows:

- Educate students, faculty, and staff about living and working in an increasingly diverse global society

- Foster a campus environment that understands differences and encourages respectful dialogue and interactions among students, faculty, and staff
- Forge and strengthen partnerships with diverse constituencies, including businesses, Civic, and community organizations

The plan endeavors to be:

1. Geographically expedient and
2. Economically viable while fostering a culturally-conscious campus climate

The Murray State Plan is organized under three focus areas, as defined by the CPE, to be annually assessed by the CEO and are as follows:

I.   Opportunity (Recruitment and Enrollment of Diverse Students) - *(reflects the diversity of MuSU's area of geographic responsibility)*
    A. Undergraduate Student Enrollment
    B. Graduate Student Enrollment

II.   Success (Student Progression & Success)
    A. Student Retention – 1st to 2nd
    B. Graduation Rates – 6-year graduation rate
    C. Degrees Conferred

III.   Impact (Campus Climate, Inclusiveness & Cultural Competency)
    A. Workforce Diversity
    B. Campus Climate and Inclusiveness
    C. Cultural Competency

Section IV of this Plan entitled "Data" houses numerical data, and grids appear throughout this Plan provide the action steps for each unit or responsible party.

I. OPPORTUNITY

MuSU benefits from a diverse student body. Although desegregation directives have mandated previous recruitment to focus on 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 African-American/Black students while broadening the recruitment of other groups. MuSU understands that when additional groups are added, funding is important.

In reviewing the current student enrollment data, the proportion of African-American/Black students at MuSU is 6.4% in the 1 8county AGR (Area of Geographic Responsibility). The 18 counties are contained in Table 1.

TABLE 1. 18 COUNTY SERVICE REGION FOR MuSU

- **Ballard**
- **Calloway**
- **Carlisle**
- **Caldwell**
- **Christian**
- **Crittenden**

- **Fulton**
- **Graves**
- **Henderson**
- **Hickman**
- **Hopkins**
- **Marshall**

- **McCracken**
- **Livingston**
- **Lyon**
- **Trigg**
- **Union**
- **Webster**

Statewide demographics for college-going students is in a period of decline, especially in MuSU's 18 county service region. The existing ethnic diversity for college-going students as compared to the white representation within the 18 county service region is illustrated in the images following:
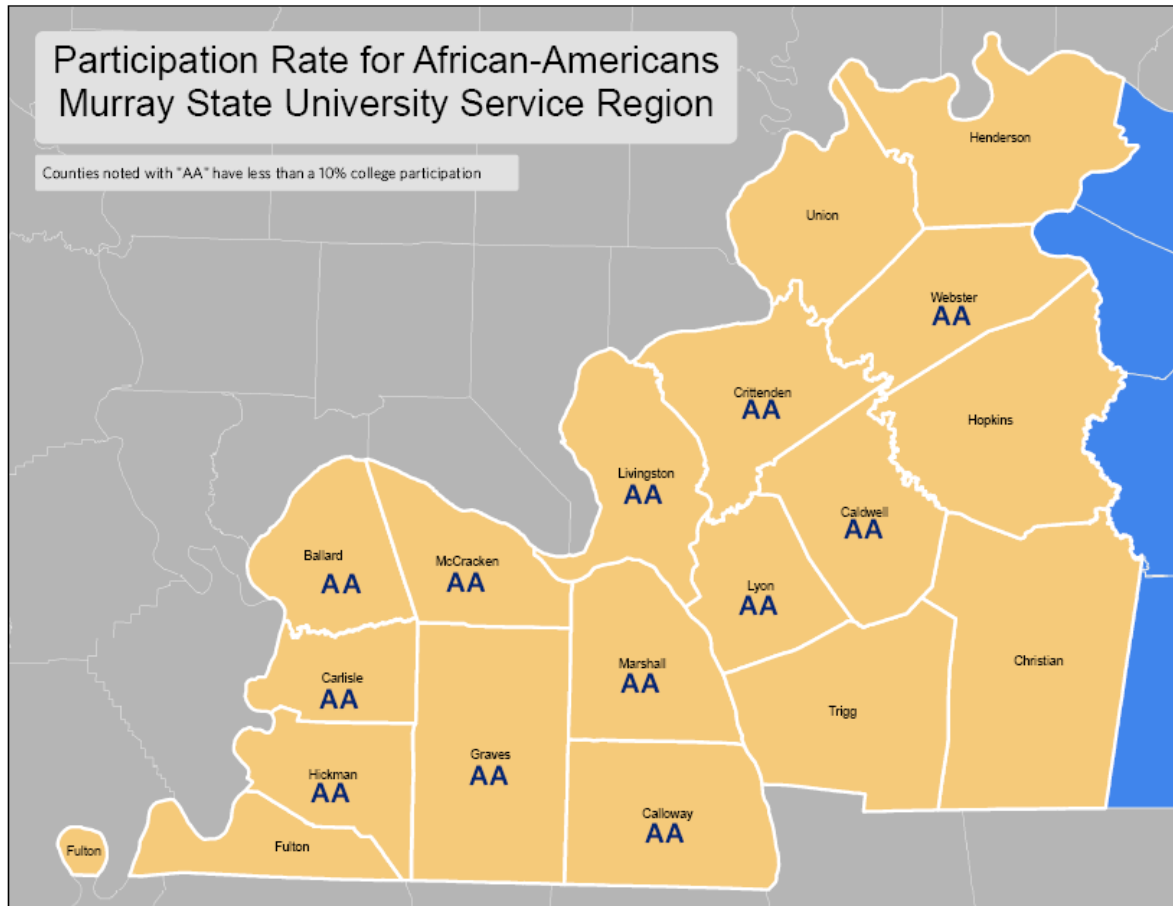
GRAPHIC 1. ETHIC DIVERSITY DEMOGRAPHIC INFO - WHITES
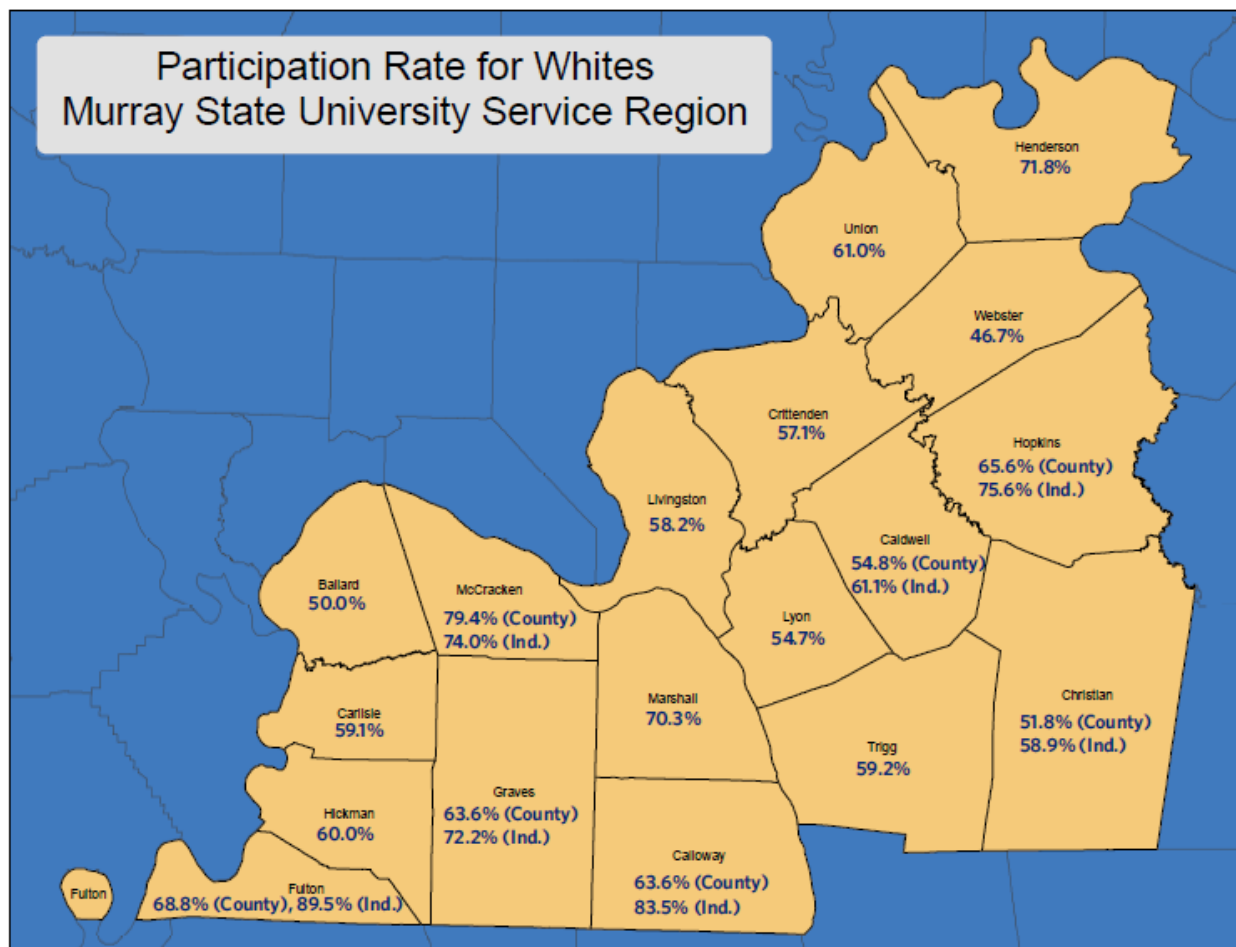
Source: KCEWS 2014 Data

GRAPHIC 2. ETHIC DIVERSITY DEMOGRAPHIC INFO - HISPANICS
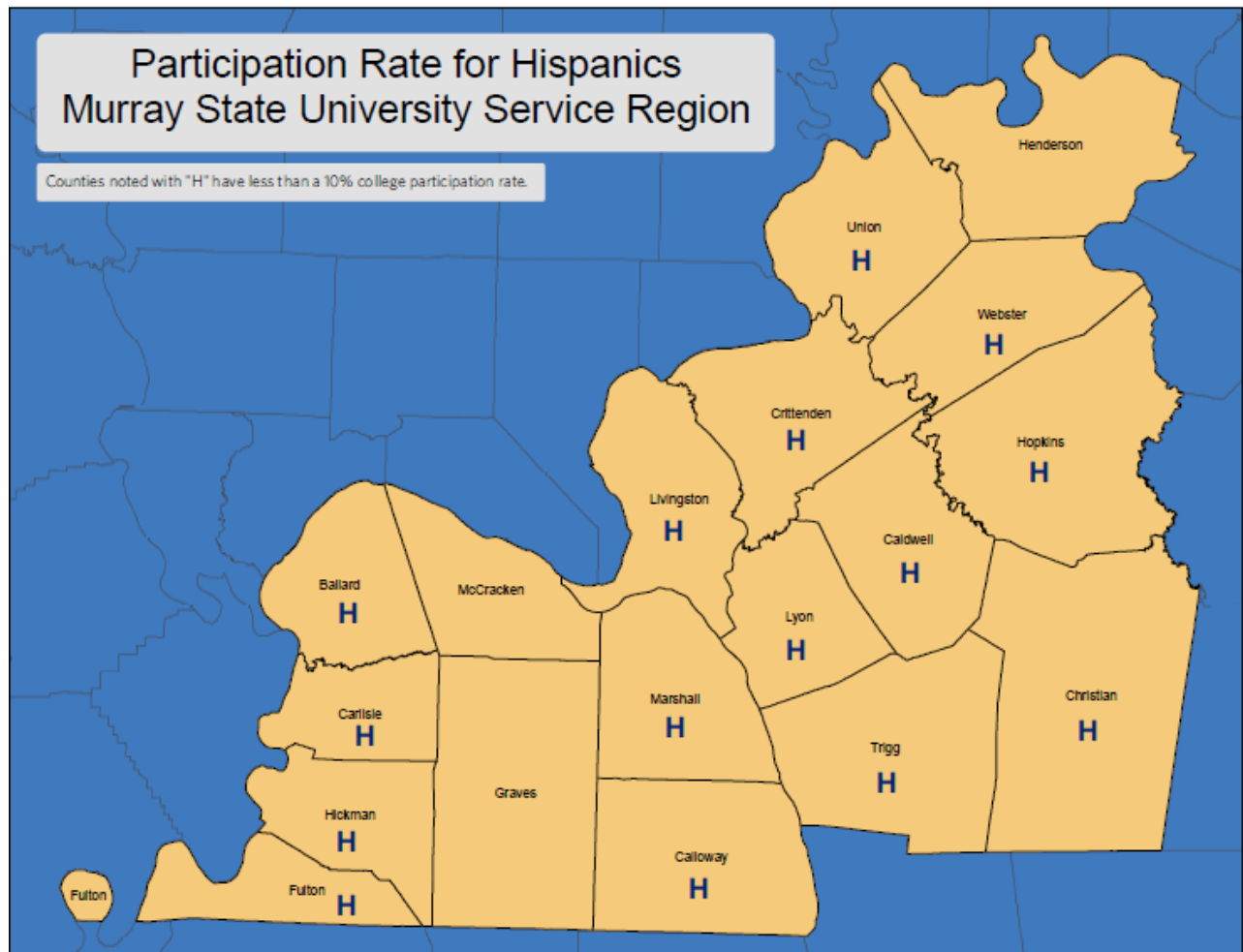
Source: KCEWS 2014 Data

GRAPHIC 3. ETHIC DIVERSITY DEMOGRAPHIC INFO - AFRICAN AMERICANS/BLACKS

Source: KCEWS 2014 Data

A. Undergraduate Student Enrollment

In an effort to educate students to live and work in an increasingly diverse global society, MuSU recruits students from its 18-county AGR but also reaches beyond the borders. The Plan will reflect a review of all of the ethnic/racial minorities as defined by the CPE to assist the University in its action steps toward the success of all students. Based on the rubric, we will focus on African American/Black, Hispanic/Latino, low-income students, and a composite of Undergraduate Underrepresented Minority students. At the undergraduate level, primary responsibility for recruiting and admitting students is housed in the Office of Enrollment Management with ongoing support from the Office of Regional Academic Outreach (formerly Continuing Education and Academic Outreach) which provides the support function for the regional campuses.

The Institution, as a part of its Strategic Plan, provides for the following for Undergraduate Student Enrollment (as it appears in the MuSU's Strategic Plan):

> Strategic Initiative: Promoting a Dynamic and Diverse University Community Committed to Student Success

Objective 1:Enhance strategically-focused student recruitment and enrollment efforts and increase student retention and graduation rates.

The complete MuSU Strategic Plan may be found at: www.murraystate.edu/strategic-initiatives-plan\index.aspx

Further, the measurable objectives for Undergraduate Student Enrollment are listed in the Data section of this Plan.

GRID 1. ACTION STEPS - Undergraduate Enrollment

Primary Responsible Party/Unit	Action Steps
Office of Enrollment Management	• Review the standing recruitment activities for sensitivity and inclusion of the breadth of student diversity • Create a plan which identifies increasing exposure to the unit to training and awareness of those discoveries which surface during the review • Review annual programs of diversity offered at the University and create a plan which would increase this unit's visibility at those programs throughout the year • Review mechanisms to increase financial aid for low-income, first-generation, and underrepresented groups and continue analysis of underrepresented minority non-enrollees to identify additional actions needed with respect to cost, value, and program availability
Office of Recruitment	• Create a plan which identifies new partnerships with high schools, churches, and community groups to increase the enrollment of underrepresented populations • Survey other institutions that have identified a bridge from the Community College to the University • Establish a clearly-defined pathway from the community college to the university
Office of Undergraduate Admissions	• Participate in training sessions that help with managing the daily interactions with parents, faculty, staff, students, and potential students. Training should target the following areas to continue providing service to a diverse population: customer service, diversity, conflict resolution, and a wide array of communication and professionalism topics • Offer educational sessions (including deadlines, program requirements, application process, etc.) provided by the Office of Undergraduate Admissions to potential students and their families with special emphasis on underrepresented minority populations

Office of Scholarships	• Increase marketing and public awareness efforts for the Racer Advantage Grant

Office of Financial Aid	• Survey two areas:
	  o 1 - existing financial aid offerings to determine if aid exists which the University does not currently offer
	  o 2 – current Pell Eligible students for unaddressed needs
	• Increase the educational sessions (including grants, loans, repayment, etc.) offered by Financial Aid to potential students and their families with special emphasis on underrepresented minority populations
	• Increase the educational sessions (including grants, loans, repayment, work-study, parent loans, withdrawing from school, etc.) offered by Financial Aid to current students with special emphasis on underrepresented minority populations including creating YouTube or video-based sessions which can be posted online
	• Continue to review federal financial aid laws and policies to maximize the funding available to all current and potential MuSU students

Extended campus sites	• Survey businesses and organizations to provide training, develop degree programs to meet a changing workforce demands • Establish a clearly-defined pathway to those businesses and organizations to provide for those changing workforce demands • Continue to support the participation of lead faculty who serve the extended campus sites

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.

GRID 2. ACTION STEPS - Graduate Enrollment

Primary Responsible Party/Unit	Action Steps
Office of the Provost	• Survey businesses to determine possible continuing education needs and prospective students • Establish a clearly-defined plan to market graduate recruitment enrollment efforts • Survey current graduate students to determine their changing needs to successfully navigate the application process, obtaining financing and moving toward graduation • Increase marketing of the Minority Graduate Fellowships • Develop a marketing plan to attract underrepresented students though scholarships and available funding • Increase the visibility of the minority graduate fellowship. • Increase marketing and recruitment for the Graduate degree and Certificate programs • Establish a clearly-defined pathway for those business partnerships with employees who have undergraduate degrees and may be well poised for the graduate degree offerings • Establish a plan to expand the course programs available through online classes.
Coordinator of Domestic Graduate Recruitment	• Survey institutions that have partnered with Historically Black Colleges and Universities (HBCU)s and Hispanic Serving Institutions (HSI)s to discuss their efforts with attracting and retaining the minority prospective students • Establish a clearly-defined plan for sustained interest and enrollment of minority prospective students in graduate program • Establish a clearly-defined pathway from the undergraduate to the graduate experience • Establish a clearly-defined plan to centralize the graduate student recruitment effort of the institution • Establish a clearly-defined plan to offer sustained Graduate Student Workshops for an online environment that reaches all campuses and prospective students (perhaps YouTube? similar to the Racer Communication Center) to provide education about the application, financing, rigor, and mechanisms for success required for graduate school

II. SUCCESS

Student Recruitment and Retention are sustaining features of MuSU's success. The Division of Student Affairs renders continuous University leadership in the areas of retention, welfare, growth, and development for MuSU's student population. Student Affairs is chiefly focused on addressing the whole student which involves the following dimensions: academic, vocational, social-cultural, civility and tolerance, value clarification, and physical and psychological development. The division, as a part of its broad and aggressive blueprint, positions its workforce to engage in a variety of educational and administrative support efforts. These efforts are intricately tied to the institution's goals for inclusion and excellence and they also guide the student toward meeting both personal and professional goals. Global Citizenship is also a focus that helps students to identify and apply strategies which will address insensitivity and negativity (i.e. harassment, violence, etc.) expressed towards diverse populations.

A.   Student Retention

To establish retention objectives, the Plan will focus on African American/Black, Hispanic/Latino, low-income composite, and a composite of Undergraduate Underrepresented Minority students. MuSU is under no illusion that diversity is solely achieved by increasing a campus population proportionately representative of the aforementioned targeted groups. Measurable Objectives for Student Retention are listed in the Data Section of this Report.

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GRID 3. ACTION STEPS - Student Retention

Primary Responsible Party/Unit	Action Steps
Vice President for Student Affairs	• Shift or align staff responsibilities when feasible and warranted to provide coverage for increased staff responsibilities as they relate to the retention initiatives • Continue to participate in training which promotes an ongoing awareness of the changing climate of Student Affairs and the impact of diversity on the work • Continue to build a networking base from professionals in the field which promotes a dialogue among Student Affairs professionals for new diversity ideas which benefits the student population • Establish a comprehensive plan which focuses specifically on the retention of minority students
Office of Retention	• Evaluate the existing comprehensive retention plan to assess and address any revealed disparities • Re-evaluate the Academic Restoration Plan • Re-evaluate the Racer Advantage Grant Plan • Evaluate and enhance the Mapworks© program as needed
Office of Multicultural Affairs	• Establish a plan under institutional budgetary constraints to sustain the Emerging Scholars Institute (ESI), which

	includes Marvin D. Mills Scholars and is the primary retention initiative for the Office of Multicultural Affairs • Establish a plan to provide ongoing support for the Multicultural Parents Advisory Council • Analyze current physical space and location as appropriate to determine the needs for the Office of Multicultural Affairs • Analyze the current structure and philosophical scope of all support supplied to underrepresented groups and determine the best structure needed to sustain current support provided within institutional budgetary constraints
Women's Center	• Continue to expand marketing efforts to raise awareness of and participation in Women's Center Programs and activities • Create a plan which identifies initiatives to expand visibility on campus as a resource not only to women students, faculty, staff, and administrators, but to all interested members of the University community • Create a plan which identifies initiatives to recruit faculty and staff to assist with programs and activities • Participate in trainings and offerings related to diversity
Career Services	• Create and execute a plan to expand information on the existing website to include diversity resources for students to use in their job search efforts • Create and execute a plan to expand information on the existing website to include diversity resources for employers which illustrate the diversity at the University • Create and execute a plan to attract/recruit companies who are seeking to hire minorities to participate in campus career fairs • Create and execute a plan to provide information to raise student awareness of concepts of professional expectations • Execute a plan to deliver educational sessions focused on topics of professionalism, digital citizenship, personal branding, different formats of interviewing (i.e. Skype, panel, traditional and screening, etc.) and diversity in a variety of modalities (face-to-face, YouTube, Skype, etc.) • Create and execute a plan to recruit companies seeking to hire special population students to participate in campus career fairs • Continue collaboration with the Office of Multicultural Affairs, LGBT Programming, and Office of Student Disability Services to promote

	• career workshops to increase participation of underrepresented students • Create plan to develop initiatives for working with employers to build a recruitment strategy/pipeline at the University • Participate in trainings and offerings related to diversity
Director of Student Life/Curris Center	• Continue to develop programming to create a diverse, engaging, and inclusive environment on campus. • Continue to increase the opportunities for diversity training for Student organizations, especially the leadership of the organizations • Continue to promote and support the creation of diverse Greek and student organizations • Participate in trainings and offerings related to diversity
Provost and Vice President of Academic Affairs	• Continue to reflect on and modify as necessary MuSU's curriculum, pedagogy and research efforts to determine where additional inclusivity initiatives are needed • Develop a clearly-defined plan for collaboration with the academic advisor and instructor in processing early retention alerts and referrals • Survey the existing 100 T "transitions" course to determine what diversity modules are available • Recommend a diversity module appropriate for the 100 T "transitions" course format • Connect minority applicants with the Program Administrator – Diversity Initiative: Faculty Fellowship to discuss diversity statistics, offerings, etc. • Provide a workshop focused on graduate school and the application process once each semester for underrepresented minorities (i.e. Emerging Scholars Institute, etc.) • Audit the Diversity Development Initiative (DDI) program administrator's report from meetings with the academic deans in order to revise recruitment strategies for the Faculty fellow program • Evaluate the effectiveness of services offered to existing student Veterans and identify initiatives for those areas of development • Establish initiatives to coordinate a one-stop portal for student Veterans including a website and contact information • Establish a plan for a two-or three-credit hour Diversity and Racial-Ethnicity Identity course to be available in the University Studies curriculum

Deans	- Survey the current programming offered at the collegiate level which offers a diversity component - Evaluate the effectiveness of current diversity-focused programming offered in the academic college and identify initiatives for needed programming - Execute initiatives identified for needed programming - Encourage participation in Mapworks© training for new faculty to enhance the student retention efforts - Evaluate the existing curriculum offerings focused on diversity by academic department to identify initiatives for needed curriculum changes - Execute initiatives identified for curriculum changes - Evaluate the professional development needs of existing faculty in the academic college and identify initiatives to connect faculty with the opportunities as the budget permits - Execute the identified initiatives which connect faculty with professional development opportunities as the budget permits - Survey the current student organization and professional development offerings within the college which advance student employability and identify initiatives to establish those entities - Connect students with opportunities for internships, professional development - Provide a mechanism for students to self-identify internship participation and employment secured along with what offerings at the University contributed to their successful connection with an internship or employment - Provide ongoing academic advising education to new and existing faculty
Office of Regional Academic Outreach	- Continue to employ retention alerts - Continue one-on-one advising at regional campuses - Survey the students at the regional campus annually to determine obstacles to retention at each location
Study Abroad	- Survey the existing opportunities for underrepresented and low income students to participate in study abroad offerings and identify initiatives for increasing participation - Execute initiatives identified to increase opportunities for study abroad participation by underrepresented students and track participation by underrepresented students - Survey ways to continually provide the most diverse offerings of Study Abroad programs at Murray State University and identify appropriate initiatives

	• Educate underrepresented and low income student populations about available financial aid and/or scholarships for study abroad opportunities • Track underrepresented and low income students who participate in study abroad and self-report use of available financial aid and/or scholarships
Vice President for Finance and Administrative Services	• Review language for policies presented to the Vice President for content which reflects inclusivity and aligns with federal and state policies regarding non-discrimination • Review existing policies and procedures to identify initiatives for areas which may unknowingly serve as hurdles for inclusivity • Execute initiatives for addressing the identified barriers for inclusivity • Evaluate the professional development needs of existing staff in the unit and identify initiatives to connect staff with the opportunities • Execute the identified initiatives to connect staff with the professional development opportunities which work within budgetary constraints of the institution
Vice President for University Advancement	• Identify and seek out professional development opportunities for the unit directors teams that focus on diversity and inclusion which include utilization of existing professional membership resources available (such as CASE, PRSA, Chronicle of Higher Education, etc.) and on-campus and alumni expertise • Work collaboratively with the Office of Alumni Relations volunteers and with the Office of Recruitment to enhance diversity recruitment initiatives • Continue efforts to expand diversity representation in marketing efforts • Renew emphasis on PR coverage of diversity-related stories which include stronger media pitches on stories emphasizing the University's commitment to diversity and inclusion (e.g. MLK Day of Service story) • Create a dynamic top-level employment recruitment website that emphasizes a culture of inclusion and provides information about the campus and community (Provide ongoing support to HR as needed) • Evaluate the University's 47 funds designed to support underrepresented populations currently available and select 1 or 2 comprehensive gift funds to add to the general gift form • Expand Racer-thon calling efforts to include all self-identified underrepresented populations

	• Work with the Office of Multicultural Affairs to identify existing awards and respective recipients that could be highlighted in the Hall of Benefactors or the Alumni Center

B.   Graduation Rates

The Measurable Objectives for Graduation Rates are listed in the Data Section of this Report.

GRID 4. ACTION STEPS - Graduation Rates

Primary Responsible Party/Unit	Action Steps
Office of the Provost and Office of Student Affairs	• Review the six-year graduation rate for underrepresented students and identify initiatives to address challenges • Execute the identified initiatives to address challenges faced by underrepresented students • Evaluate the existing advising model and identify initiatives to streamline the process, increase collaboration between the Office of Undergraduate and Transfer Admissions and departments, and improve effective communication between the advisor and the student • Execute the identified initiatives to expand the existing advising model • Survey the existing underrepresented students to determine the advising support needs and establish degree completion initiatives • Execute degree completion initiatives • Review the retention data from underrepresented students who withdraw from the institution to determine the unmet needs and establish a retention initiative • Execute retention initiatives that address the persistence barriers for underrepresented and low income students who separate from the institution

C.   Degrees Conferred

This body of students is comprised of part-time, transfer, adult, etc. students. It is anticipated that these numbers have a correlation to overall enrollment and will increase proportionally to the increase of the enrollment for the institution.

GRID 5. ACTION STEPS - Degrees Conferred

Primary Responsible Party/Unit	Action Steps
Office of the Provost	• Survey mechanisms for increasing awareness of identified institutional STEM+H degrees offered

	• Execute enhanced marketing strategies for identified STEM+H degrees for underrepresented groups specifically • Identify and promote pathways for early selection of major by undeclared students and track the declaration of major by undeclared students

III. IMPACT

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 toward 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 annual analysis of the Human Resources survey component of the Integrated Postsecondary Education Data System (IPEDS) as its initial review of the workforce, along with anticipated vacancies, and utilize any revealed development needs to pilot its workforce goals over the next year.

Faculty and Management Occupations Staff

MuSU recognizes that the demographics of the geographic area surrounding the campus limit opportunities to diversify positions at the University which impact policy and decisions at the institution. Formerly, IPEDS used the term Executive/Administrative/Managerial, Faculty, and Professional (Exempt) Staff to identify such individuals. In Fall 2012, IPEDS changed their categorizations to match Standard Occupational Codes (SOC) codes which are not a 1:1 crosswalk with positions which exist in a University setting nor do the codes clearly reflect the leadership positions at the institution. The University works in a manner with exempt-level positions to advertise nationally to garner a wide and diverse applicant pool. Human Resources works with hiring units to make the position vacancy available to attract a large and diverse pool of applicants. At the same time, MuSU is aware 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. We will collect percentages of URM faculty and managerial staff.

Although comparative data are not available for all diverse categories, MuSU does know that in terms of racial/ethnic diversity, some new strategies are needed to expand its diversity efforts. The current employment data for Faculty and Management Occupations Staff are listed in the Data section of this Plan. The achievement of the measurable objectives will depend on the opportunities to fill advertised vacancies and the diversity of the applicant pool.

GRID 6. ACTION STEPS - Staff Workforce

Primary Responsible Party/Unit	Action Steps toward Workforce Diversity
Office of the President	• Conduct a session for informal feedback from underrepresented minorities within the workforce at the institution and share results with appropriate constituency groups to address any matters which impact perceived inclusiveness within the work climate • Include as part of the performance evaluation for all Vice Presidents, feedback about their progress toward an inclusive climate within their division and require a plan submission to IDEA to address development needs • Work with PCDI on its reconstitution of goals and mission
IDEA	• Continue to monitor the success of efforts to create a diverse workforce • Research strategies to improve the success of search processes in identifying and assessing the credentials of applicant pool, specifically underrepresented groups • Provide recommendations within PeopleAdmin of venues and/or methods to expand the advertising efforts for each exempt level position at the University • Receive, review, and recommend for approval *Authorization to Interview Form* submissions and any justification requests for all external searches noting trends • Assist the institution 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 avenues for information dissemination (i.e., workshops, newsletters) that foster an inclusive work environment and allow students, faculty, and staff to interact and develop intercultural skills • Update the Diversity Recruitment Resource Guide and publish on website • Investigate where barriers may exist in terms of interviewing and hiring underrepresented populations and work with institution to determine where improvements can be made through process • Investigate where barriers may exist in terms of retaining underrepresented populations and work with institution to determine where improvements can be made through process
Vice Presidents	• Include as a part of the performance evaluation for all direct reports feedback about their progress toward an inclusive climate within the division and require an action step to address development needs • 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 as time and budget permits • Promote professional development opportunities for faculty and staff within institutional budgetary constraints
Office of Human Resources	• Create and maintain a dynamic top-level landing page on MuSU's website that will communicate a culture of diversity and inclusion to enhance overall diversity recruitment of faculty and staff • Conduct an annual review of personnel policies and procedures regarding promotion, advancement, and disciplinary actions that could have an unintended negative impact on diversity initiatives • Encourage employee participation in diversity training module • Monitor feedback from staff exit interviews to analyze trends and respond to concerns. Meet with IDEA as needed to discuss any diversity retention trends or concerns identified in the exit interview process • Establish a minority focus group if employment separation trends raise diversity concerns • Enhance the training program for supervisory personnel to develop skills to recruit, manage, and mentor diverse people and cultures • Survey and track the population of employees who receive Employee Disciplinary Reports (EDRs) to analyze the trends and create initiatives to address any developmental needs • Meet with employees individually when there are demonstrated performance issues to develop a performance improvement plan to help the employee be more successful • Continue to review effectiveness of current means of advertising
Directors	• Support, encourage, and track professional development for employees • Meet (quarterly or semi-annually) with employees individually outside the performance evaluation process to discuss any concern about the work environment and solicit feedback
Academic Chair	• Continue to encourage professional development for faculty • Meet (quarterly or semi-annually) with faculty individually outside the performance evaluation process to discuss concerns about the work environment and solicit feedback
Office of the Provost	• Encourage participation in HR training programming for supervisor personnel for skill enhancement and track participation • Include as a part of the performance evaluation for all direct reports feedback about their progress toward an inclusive climate within the division and require an action step to address development needs

	• Participate in workshops that foster an inclusive work environment and allow students, faculty, and staff to interact and develop intercultural skills as time and budget permits • Audit existing course curriculum to determine cultural co-cultural offerings and promote as appropriate • Survey department/unit climate annually and analyze findings and address development needs with unit heads • Distribute information from Southern Regional Education Board (SREB) to all deans • Evaluate initiatives submitted by the Deans which develop awareness programs for untenured tenure track underrepresented faculty which would increase their likelihood of obtaining tenure and/or promotion • The Diversity Development Initiative (DDI) program administrator will meet annually with deans to determine anticipated job openings and then specifically recruit potential DDI fellowship candidates for these positions • The DDI program administrator will work with Branding, Marketing and Communication to develop a strong marketing campaign to include a web presence for the DDI program
Deans	• Develop a support awareness program offering for untenured tenure track underrepresented faculty to successfully navigate the tenure and promotion process • Conduct an informal session with underrepresented minorities annually to obtain feedback about the level of support or development needs for the area as it relates to retention and promotion of faculty • Integrate the achievement of diversity initiatives as a component of evaluation process for Academic Chairs • Participate in workshops that foster an inclusive work environment and allow students, faculty, and staff to interact and develop intercultural skills as time and budget permits • Actively recruit from the information gathered through conferences and fairs which yield contact information about minorities with applicable terminal degrees (i.e., Southern Regional Educational Board (SREB), etc.) • Meet with Provost for an annual review for denials of tenure and promotion and create initiatives to address any roadblocks or concerns, especially for underrepresented minorities

Campus Climate

Included in the charge for the President's Commission on Diversity and Inclusion is the responsibility for examining the cultural dimensions that affect MuSU's ability to attract and retain underrepresented faculty, staff, and students. The PCDI is charged with making recommendations to the President to improve the overall University climate and environment.

As our faculty, staff, and student populations become increasingly diverse, it is imperative that institutions of higher education create and maintain healthy learning environments that promote open and respectful dialogue and opportunities for cultural and co-cultural understanding. The college setting is often the first time for students 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 on-going support of the senior administration. To acknowledge members of the University community for diversity efforts in 2009, the President, at the suggestion of PCDI, created the President's Award for Diversity and Inclusion. When the award is given, the extraordinary efforts by faculty and staff who have demonstrated institutional change for underrepresented populations are highlighted for the University community.

Specifically, for student climate improvements, MuSU has found that increasing programming for student organizations is most valuable. The Office of Multicultural Affairs (OMA) provides programming for a number of student organizations, such as, Black Student Council. OMA has provided such offerings as the Multicultural Council, which has served to 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 has a host of other offerings including a piloted Spectrum Club to address issues related to the LGBT community. OMA's African-American Heritage Gala has eclipsed its 15th year and recognizes and honors African-Americans and others across the Commonwealth for their contributions to their communities and the Commonwealth of Kentucky.

MuSU advances education efforts involving sexual orientation and gender identity/expression through programming and campus-based services through LGBT Programming. These may include events to increase awareness of the experiences and concerns of LGBT people for the broader community. Also, materials are available to address LGBT sensitivity and respect concerns in the classroom and in administrative offices. The "Safe Zone" program includes training and ally support resources. The Office of Institute for international Studies undergirds the international student populations to address the needs of non-native students. Further, our Women's Center offers a host of programming to speak to women's issues and concerns. Information about these units and more can be found in the Appendix.

To assess the campus climate, the PCDI developed and used a campus climate survey to engage and seek feedback for continuous improvement from the campus community in 2005 and 2014. The University will conduct a climate survey during the period of the plan and supply recommendations to the President to address any concerns.

Campus climate is not only felt and experienced but also seen through an institution's branding, marketing and communication outputs. A university's brand is a critical component in connecting potential students and employees to the institution. The Office of Branding, Marketing, and Communication 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 Office of Branding, Marketing, and

Communication, which includes public relations, graphic design, photography, social media, digital 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. The diversity page, monitored by and housed within PCDI, which appears as a link from the University homepage will be reviewed to determine whether any changes are needed. Diversity will be reflected through several publications including recruitment publications, the alumni e-newsletter, University e-newsletter, Racer Nation Information, etc.

IV. DATA

To be able to address the inclusion of demographic data to help place workforce demographics into a better context, we provide information in comparison to our benchmarks. It should be noted that information from KCEWS or census data was not readily available to adequately compare URM Faculty positions and URM Management Staff to those in the regional or statewide workforce as labor definitions do not align. MuSU used benchmarks established in 2005 which may not provide the best comparisons in 2017 given the institutional changes. We have utilized the CPE-designated benchmarks with the caveat that some of these institutions are located in regions in which the underrepresented minority population is significantly higher than in our service region. Collectively for all age groups using the most recent census data, our 18-county service region is 87.14% White. In our 18-county service region, we are aware that we have a 15.6% educational attainment rate. Therefore, using the full component of these percentages (which would involve counting ineligible persons who are not of working age as well as the Asian population), we would expect no more than 2% (12.86%*15.6%) in TOTAL. This does not separate those who are at the management level and faculty from general workforce. In sum, the 2% is a very high estimate, given that it includes those who would not be in the workforce.

After discussions with the CPE, we have the following diversity targets. The rationale for the targets are provided. Furthermore, the benchmarks that are used in the rationale were established in 2005 and may not be the best comparisons in 2017 because of institutional changes.

Murray State University - Diversity Metrics	Year 1	Year 5
	AY 16-17 unless otherwise noted	AY 20-21 unless otherwise noted
Metric		
1.a. Fall Undergraduate Enrollment of African American Students as a Percent of Total Fall Undergraduate Enrollment (Diversity)	6.40%	6.43%
1.b. Fall Undergraduate Enrollment of Hispanic Students as a Percent of Total Fall Undergraduate Enrollment (Diversity)	1.90%	2.06%
1.c. Fall Undergraduate Enrollment of Underrepresented Minority Students as a Percent of Total Fall Undergraduate Enrollment (Diversity)	10.90%	11.34%

1.f. Fall Graduate and Professional Enrollment of Underrepresented Minority Students as a Percent of Total Fall Graduate and Professional Enrollment (Diversity)	8.90%	8.94%
6.b. Six-year Graduation Rate of First-time, Full-time, Baccalaureate Degree-seeking Undergraduate students (Low Income) (Diversity)	38.32%	42.00%
6.b. Six-year Graduation Rate of First-time, Full-time, Baccalaureate Degree-seeking Undergraduate students (URM) (Diversity) **Does not include "Two or More Races" until 2010 cohort (2015-16 grad rate), when federal race reporting guidelines changed to include this category.	38.48%	42.00%
6.c. First-to-Second-Year Retention of First-time, Full-time, Baccalaureate Degree-seeking Undergraduate students (Low Income) (Diversity)	66.48%	70.00%
6.c. First-to-Second-Year Retention of First-time, Full-time, Baccalaureate Degree-seeking Undergraduate students (URM) (Diversity)	70.28%	75.00%
9.b. Bachelor's Degrees Awarded (Low Income) (Diversity)	760	815
9.b. Bachelor's Degrees Awarded (URM) (Diversity)	154	165
Workforce Diversity (NEW): URM tenured and tenure-track faculty as a percentage of all tenured and tenure-track faculty, as reported in the IPEDS Human Resources Report.** (Diversity)	5.80%	6.10%
Workforce Diversity (NEW): URM management staff as a percentage of all management staff. Management staff includes all individuals reported with SOC code 11-0000 in the IPEDS Human Resources Report.** (Diversity)	8.30%	10.10%

**The Workforce Diversity metrics are new.

Trend data and AAGR

Metric	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	AAGR
Undergraduate African American Enrollment	7.1%	7.2%	6.8%	7.0%	6.8%	6.4%	-1.9%
Undergraduate Hispanic Enrollment	1.5%	1.7%	1.8%	1.8%	2.0%	1.9%	4.1%
Undergraduate URM Enrollment	9.9%	10.5%	10.3%	10.8%	11.2%	10.9%	1.6%
Graduate/Professional URM Enrollment	9.0%	8.8%	8.8%	8.7%	8.8%	8.9%	-0.2%

We have a negative AAGR for African American enrollment and graduate URM, so our goal will be reversing that downward trend and achieving some growth. URM trend data for the 6-year graduation rate is problematic, since the definition changed. We are unable to go back and recalculate values before the 2010 cohort to make them equivalent. Additionally, we have a negative AAGR for 6-year graduation rates, so our goal will be reversing that downward trend and achieving some growth. The data and context is provided from joint work with MuSU Office of

Institutional Effectiveness. Tables 1 through Table 4 in Appendix E provide information related to benchmark schools.

Context for Data provided
- The combination of declining KCTCS system enrollments and projected declining high school graduates over the next 5 years suggests that community college enrollments within our 18-county service region will continue to decline, thus limiting the number of students who are available to enroll and/or transfer. WICHE's State Profile for Kentucky states that after 2011-12, the total number of state graduates will drop through 2022. Over the last five years, about 49.05% of our enrollment has come from our service region.
- URM population is very small and is, therefore, highly sensitive to change. WICHE's State Profile states that Kentucky high school graduates are less diverse than the South overall.
- Moreover, WICHE data shows that Black and Hispanic high school students are below average on the National Assessment of Education Progress and 4-year graduation rate. Lower educational progress and graduation rates in high school is likely to be correlated with lower college-going rates. Therefore, this already smaller population may be less inclined to enroll in universities.
- Over the last three years, African American enrollment percentages have decreased in the KCTCS system.
- Graduate enrollment tends to drop with increases in employment and improvement in the economy.
- Some discipline-specific accreditation requirements limit the potential for growth in some metrics, specifically in limiting the student/faculty ratio, the student/clinical supervisor ratio, class size, placement size, or degree level. Similarly, some regulatory agencies limit the number of students who can be taught or who can participate in required internship or clinical activity or the student/faculty ratio for these experiences.
- There are limits to the amount of space and facilities available for student housing, instruction, and services. These infrastructure constraints limit the number of students which we can enroll.
- The cohorts used to calculate the 2016-17 to 2020-21 graduate rates have already entered Murray State.
- The proposed national budget and changing Department of Education priorities may decrease financial aid and other financial support available to students, which would limit our low-income student population.
- The KHEAA College Access Program (CAP) grant has not increased in years ($1900) and is limited to a first-apply, first-serve basis. This award is based on need; students must be Pell eligible. Many more students are eligible, but have filed too late to receive the grant. Additional funding would help low income populations.
- Our URM population is very small and is, therefore, highly sensitive to change. This sensitivity makes it difficult to set reasonable targets.
- Additionally, Kentucky universities have reported increased fluidity across designations, especially with the introductions of the category of two or more races. This dynamic makes target-setting challenging.

- The proposed national budget and changing Department of Education priorities may decrease financial aid and other financial support available to students, which would limit our low-income student population.
- Our URM population is very small and is, therefore, highly sensitive to change. This sensitivity makes it difficult to set reasonable targets.
- The higher the rate, the harder it is to improve that rate. Our retention rate and our STEM + H metrics have historically been consistently high for a Kentucky public regional university. It will be difficult to make substantial improvements to these high-performing metrics.

Rationale: Workforce Diversity

URM tenured and tenure-track faculty as a percentage of all tenured and tenure-track faculty, as reported in the IPEDS Human Resources Report.
URM management staff as a percentage of all management staff. Management staff includes all individuals reported with SOC code 11-0000 in the IPEDS Human Resources Report.

Trend data and AAGR

Metric	2013-14	2014-15	2015-16	2016-17	AAGR
URM tenured and tenure-track faculty	5.7%	6.5%	6.1%	5.8%	0.6%
URM management staff	10.8%	10.1%	10.1%	8.3%	-6.2%

We are unable to provide accurate trend data for the new definition for years prior to 2013-14. We have a negative AAGR for management staff and do not anticipate significant turnover in faculty. Table 4 in the Appendix E shows the 4-year AAGR for Murray State University's benchmark institutions for URM tenured and tenure-track faculty as a percentage of all tenured and tenure-track faculty and URM management staff as a percentage of all management staff.
Context
- Workforce Diversity growth is dependent on job turnover. While the institution benefits from a diverse faculty and staff, the institution also benefits from retaining current faculty and staff.
- Workforce Diversity growth is limited by available positions. The current budget climate may mean that positions are eliminated and empty lines are not filled. Therefore, opportunities to recruit faculty and staff will be reduced.
- Workforce Diversity growth is also limited by available salary. With continuing budget reductions, Murray State University recognizes the needs in this area and strives to enhance salary opportunities.
- Murray State University is committed to being an equal opportunity employer and identifying and executing recruitment strategies intended to interest a more diverse faculty and staff for open positions. However, Murray State is also committed to following university, state, and federal hiring guidelines.
- Nationally, there are a limited number of qualified URM candidates in some academic fields. The 2015 NSF Survey of Earned Doctorates found, for all degree fields, the following racial/ethnicity percentages: Hispanic, 7.0%; American Indian or Alaska Native, 0.4%; Black or African American, 6.5%; and more than one race, 2.6%.

Qualified URM faculty candidates are recruited aggressively. Murray State University may not be able to compete with larger and wealthier schools.

V. ASSESSMENT

Identified barriers to achievement

Barriers to success generally include performance funding fluctuations, demographics within our region that are not overly underrepresented, and non-college-ready students. Barriers to achievement of the strategies will be determined concomitant with the particular person/area in charge of the strategy. It is noted that some barriers may not be known until the strategy is being investigated and work is being done to improve. The Assessment Plan is explained in the Sustainability Model section and in the Assessment section with allowing for flexibility and fluidity between the evaluating groups so that rigidity of particular protocols will not get in the way of accomplishing the goals that the person/area in charge has determined.

Internal Assessment

We include multiple strategies to allow the Vice Presidents and/or persons named with the strategy to assist in analyzing the best items for their group on which to work each year to align the diversity initiatives with budgetary constraints.

In addition to the annual review by CPE, the PCDI will meet with all Vice Presidents who will provide an annual update of their progress and receive feedback. This internal assessment will be conducted within a time frame to meet the CPE reporting dates for each institution.

Annually the institution will use the proposed Institutional Implementation and Annual Reporting timeline to plan, implement, assess and report its efforts.

APPENDICES

Appendix A: Office of the Provost Program Descriptions
Appendix B: Office of Student Affairs Program/Event Descriptions
Appendix C: Description of Unit Functions
Appendix D: SOC Code information
Appendix E: Peer Data from Benchmark Institutions

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, low income, and underrepresented student populations. Those offices and programs are listed below in the order they appear in the Plan:

Coordinator of Domestic Graduate Recruitment

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. The College of Education will lead the charge of recruiting educators. Since the summer 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.

Regional 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, and intimidation so they can achieve their educational goals.

Certificate Programs

While these programs may exist in other formats, below are a few of the highlighted 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.

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, low income, 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 and Conferences
Color of Education Conferences – Scott and Harrison County
Infinite Scholars Fairs
Southern Heritage Classic Fair
Black Achievers College Fair
Latino College Fair
IMPACT Chicago College Fair

Program Sponsorship
Summer Orientation I-V
Racer Days I, II, & III
Whitney Young Scholars Summer Institute
Co-sponsored Paxton Scholars Program with the College of Education and Paducah Tilghman High School

Counselor Luncheons
Lexington, KY
Louisville, KY

Dessert Receptions
Christian County, KY/Clarksville, TN
Evansville, IN
Fairview Heights, IL
Louisville, KY
Memphis, TN
Jackson, TN
Hopkinsville, KY
Huntsville, AL
Cape Girardeau, MO
Lexington, KY
Owensboro, KY
St. Louis, MO

L.E.A.D. Team – In the Spring of 2016, the Leaders Enhancing Academic Diversity (L.E.A.D.) Team was reorganized and is a group of students who will assist the Office of Recruitment with recruiting multicultural students. The group began with five students and grew to thirteen members. The L.E.A.D. Team members travel to college fairs and high schools and assist with groups on campus. Each semester, new members are recruited to the L.E.A.D. Team.

Multicultural Bus-In – There is a bus-in scheduled in conjunction with specific high schools in the St. Louis, Louisville, and Paducah areas. The St. Louis and Louisville groups bus-in experience is overnight and provides for interactions with L.E.A.D. Team members.

Honors College Focus Groups – provides opportunities for the development of multicultural student focus groups to increase participation and involvement of minorities within the Honors College Program.

Kentucky State Trio Day – sponsored the commemorative event in conjunction with the Office of Recruitment.

TRIO – Community College TRIO programs visiting MuSU for college planning.

Community College Advisor Day – All day planning and information exchange on MSU campus.

Office of Veteran Affairs

Office of Veteran Affairs Mission:

Murray State University's Office of Veterans Affairs is primarily responsible for administration of veteran's educational benefits programs. The office serves as a liaison between MuSU, its student veterans and dependents, and the Department of Veterans Affairs. The Office of Veterans Affairs also provides resource information to students. We encourage veterans attending MuSU to contact our office in person or by phone with any questions they may have pertaining to their education or any of their Veterans Affairs Educational Benefits. As a veteran, you may be entitled to educational benefits. Eligibility is determined by the U.S. Department of Veterans Affairs.

Veterans may be offered the following:
- Dedicated School Certifying Official and Representative to liaise with the U.S. Department of Veterans Affairs and Kentucky Department of Veterans Affairs
- Yellow Ribbon Program
- Veteran Student Organization
- Veterans Lounge: designated space specifically for our Veteran Students
- Active Duty Undergraduate Admission Fee Waiver
- Tuition Assistance and Veterans Affairs Education Benefits typically cover 100% of tuition costs
- College credit for military training validated by American Council on Education
- Specialized payment plan options for both Veterans and Dependents who are receiving Veterans Affairs Education Benefits
- Veterans Red White and Blue graduation cords – free to graduating Veterans

Office of Multicultural Affairs (OMA) Programs

OMA Mission

The mission of OMA is to advocate and encourage a campus environment that embraces diversity and helps students grow personally and academically. Our programs and services are designed to address the leadership development, cultural competency, curricular and co-curricular needs of the MuSU multicultural student population, and to help them adjust to campus life and enjoy a successful college career. OMA seeks to enhance the retention, success,

and graduation rates for multicultural students at MuSU. The overarching goal for OMA is to close the gap in educational achievement by bringing retention and graduation rates for multicultural students, specifically African-American and Hispanic students in parity with those of the student body as a whole.

CENTRAL OMA Programs
The Emerging Scholars Institute (ESI)

The Emerging Scholars Institute (ESI) is designed to address the needs of the multicultural students by being attentive to their transitional experience from high school to college. ESI provides students the help they need to gain and master academic and leadership skills required for their chosen field and reflect the characteristics of a MuSU graduate.

- **Connected** (1st & 2nd year students)
  Connected promotes positive, caring relationships among students, faculty, staff and the MuSU community. Team Leaders assist students' total growth by giving them support and direction. Students have the opportunity to be mentored from high school to completion of their college degrees and beyond. Connected promotes success, helps students build self-esteem, and encourages them to take advantage of the resources available in the academic community.
- **On-Track** (2nd & 3rd year students)
  On-Track 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. Tutorial services, referrals, and academic skills building workshops are provided. This phase focuses on studies and promotion of supportive relationships.
- **Find the Leader in You (FLY)** (3rd & 4th year students)
  Find the Leader in You is the final component of ESI. FLY assists third and fourth year students with the appropriate preparation for finding internships, job placement, and graduate or professional school selection. Top students are selected and paired with an alumni mentor in their chosen field of study.

Diversity Scholars Program (DSP)

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 consists of students who are recipients of the Marvin D. Mills, Blue or Gold Diversity Scholarship. Students receive mentoring (through ESI), tutoring, academic advising, and attend workshops to ensure their success.

Study Tables Program (STP)

The Study Tables Program is designed to assist students in developing good study habits. Students are also referred to the Lowry Center for assistance. STP is a requirement for all participants in ESI. Each ESI participant must complete ten study hours per week at preapproved locations. Freshman participants must complete five study hours weekly in the Marvin D. Mills Multicultural Center and five hours weekly in the Waterfield Library. Students receive current information about campus support services, programs, and activities. OMA also offers small group tutoring in various subjects. The small group study sessions meet weekly and upper-class students provide tutoring services.

Nurses of Color Mentoring Program (NCMP)

Nursing Students of Color Mentoring Program (NCMP) is an ESI program that works in collaboration with the College of Nursing designed to increase the number of African-American and Hispanic students admitted into MuSU's nursing program. Freshman and sophomore students who have declared a nursing major are the target groups for the program.

Minority Educators Mentoring Program (MEMP)

Minority Educators Mentoring Program (NCMP) is an ESI program designed to increase the number of African-American and Hispanic students admitted into Teacher Education program. Freshman and sophomore students who have declared education major are the target groups for the program. In collaboration with the College of Education and Human Services, Minority Educator Recruitment and Retention Scholarship Students (MERR) are also required to participate in MEMP

OMA Leadership Team

The OMA Leadership Team assists in promoting the success of students enrolled in ESI. The Team assists ESI students in establishing a bond with OMA through one-on-one meetings, group activities, and sponsored ESI events throughout the academic year.

Multicultural Parents Advisory Council (MPAC)

The Multicultural Parents Advisory Council serves as a forum to exchange ideas and experiences related to multicultural students. MPAC also serves as a support group for parents and supports other OMA endeavors.

Diversity Student Roundtable (DSR)

The Diversity Student Roundtable, formerly Multicultural Student Roundtable, provides programming assistance and increases awareness of and appreciation for multicultural heritage. DSR encourages social responsibility and good citizenship related to diversity issues, and provides student initiatives and guidance to OMA and the Division of Student Affairs regarding student services and personnel practices, which facilitate student and staff sensitivity, and openness to diverse ideas, people, and cultures.

Multicultural Retention Advisory Committee

The Multicultural Retention Advisory Committee consists of faculty, staff, and students who meet to discuss OMA initiatives and programming. Members of the Committee also help promote OMA initiatives in their departments and organizations.

Special Clubs/Groups

The mission of the clubs and special interest groups is to enrich the lives of multicultural students by providing opportunities to network and socialize. Activities are designed to educate students and celebrate their unique cultures and interests. The clubs/groups help students build and strengthen self-esteem, cultivate social and leadership skills, display their talents, and meet other students who share their special interests or culture.

- Black Student Council
- Sueño Latino
- African Student Club
- Sister II Sister
- Brother II Brother
- Radiant Racerettes
- Spectrum (LBGTQ)

- Celebr'Asian
- Single Parents Support Club

ESI Biennial Conferences
OMA holds two biennial conferences for the MuSU community: the Leadership & Empowerment Conference and the Racial Legacies and Learning: Race and Ethnicity Symposium. These conferences are held in the spring semester and are supported by the President's Office, the Office of the Provost and Vice President for Academic Affairs, the Division of Student Affairs, and the City of Murray. These conferences are open to students, faculty, staff, and community members.

Annual Diversity Achievement Awards Reception
Held in April, the Diversity Achievement Awards Reception, which began in 2006, recognizes the academic achievements of graduate and undergraduate students of color. Campus and community members are also recognized for their efforts to enhance diversity. Among the 350+ faculty, staff, students, and family guests who attend are the Vice President of Student Affairs and representatives from the President's Office, the Office of the Provost/Vice President for Academic Affairs, and the City of Murray Mayor's Office.

African-American Heritage Gala
(As of spring 2016 combined with the Diversity Achievement Awards)
The purpose of the gala is to recognize and honor African-Americans and others from the Western Kentucky Region for their contributions to their communities and the Commonwealth of Kentucky. The gala is sponsored by OMA and supported by the Dr. Marvin D. Mills and Eunice Mills Leadership Endowment. The gala provides an opportunity for diversity scholars to interact, engage, and network with professionals from government, higher education, the community, and corporate leaders across the Commonwealth. The program alternates between Murray, Paducah, and Hopkinsville, KY to facilitate participation and involvement between the three communities. MuSU has campuses in each of these cities.

Hitimu Celebration (graduation ceremony)
Hitimu is an OMA-established graduation celebration ceremony for students of color. "Hitimu" is Swahili for graduate; finish education; complete; qualify or end, and is the theme of the ceremony. Students have the opportunity to show pride in their rich and diverse heritage. All graduating students receive an MuSU lapel pin, a kente cloth, and a certificate of achievement. Students are also given an opportunity to share their educational achievements and career aspirations and plans with the audience of family members, friends, faculty, and staff. Preceding the ceremony is a dinner held in Winslow Dining Hall sponsored by MuSU Dining Services. The fall and spring Hitimu Celebrations are held in conjunction with MSU's May and December graduation ceremonies. The President, Vice Presidents, administrators, faculty, and staff support this event.

Student Organizations Supported by OMA

Black Student Council (BSC)
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.

BSC NAACP Student Chapter
Black Student Council charted a National Association for the Advancement of Colored People (NAACP) College Chapter on May 21, 2016.

LGBT Programming

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. Some of the typical programming includes but may not be limited to:

- Annual Pride Week
- RacerRed
- Gender Equality Workshop Series
- Lavender Celebration
- Come Together Kentucky Conference
- Safe Zone Project

Women's Center Programs

Violence Prevention Programming
The Women's Center provides violence prevention programming addressing the issues of sexual violence, relationship violence, stalking, and gender-based harassment. This programming includes primary, secondary, and tertiary prevention efforts.
- *Primary Prevention*
  The Women's Center engages the campus in primary prevention strategies through presentations and programs that educate students on healthy relationship behaviors, respectful communication regarding sexual behavior, bystander intervention strategies, and responsible/safe alcohol consumption practices.
- *Secondary Prevention*
  The Women's Center provides ongoing programming to the campus community regarding resources, support, and services available to students impacted by violence. Specifically, the Women's Center coordinates panel discussions regarding the function of the Sexual Assault Response Team (SART), RAINN (Rape, Abuse & Incest National Network) Day activities and It's On Us Week of Action (Fall and Spring) activities aimed at making students aware of support services and resources, the Red Flag Campaign which educates students on the warning signs of unhealthy relationships, the National Stalking Awareness campaign, the Vagina Monologues play on gender based violence, and the Take Back the Night Rally against sexual violence.
- *Tertiary Prevention*
  The Women's Center provides ongoing advocacy to students who have been impacted by violence in order to ensure ongoing support and care throughout their time at Murray State. This includes providing information regarding reporting options, connecting students with resources, helping students arrange to speak with appropriate administrators and officials,

> attending meetings with students, and assisting students who wish to disclose their experience to loved ones.

Gender Equality Programming

The Women's Center provides programming related to gender equality including programs that focus on mentorship, pay equality, the women's leadership gap, political parity, and advancement of women in male dominated fields of study.

- *Celebrate Women Luncheon*
  The Women's Center coordinates the annual Celebrate Women Luncheon which shares with attendee's opportunities to engage in ongoing initiatives on women's leadership and recognizes the accomplishments of women in leadership positions.
- *International Women's Day*
  The Women's Center participates in this national day of action to raise awareness on a variety of issues impacting women and girls around the globe. Specifically, the Women's Center focuses on equity in education for women and girls.
- *Women's Leadership Programming*
  The Women's Center partners with representatives across campus to advance initiatives which seek to promote gender equality in positions of leadership and the status of women. This results in numerous collaborative efforts throughout the academic year.

Student Affairs Offices

Career Services and 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 agreements. 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.

TRIO

The Federal *TRIO Programs* are educational opportunity outreach programs designed to motivate and support students from disadvantaged backgrounds.

Other Student Affairs Offices

- University Counseling
- Dining Services and Racer Hospitality
- University Store
- TRIO Programs (Upward Bound, Talent Search, Educational Opportunity Center, and Math and Science)
- Campus Recreation
- Career Services and Cooperative Education

- Student Health Services
- Student Support Services
- Center for Student Involvement
- LGBT Programming

Appendix C: Description of Unit Functions

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.

Office of Institutional Diversity, Equity and Access
The Office of Institutional Diversity, Equity and Access 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.

Vice Presidents
The Vice Presidents act as the President's management team advising the President on the operation of the University and 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.

Office of the Provost and Vice President for Academic Affairs
The Office of the Provost supports innovation and excellence in teaching, research, and service and provides overall academic leadership to MuSU. Graduate level education programs contribute to MuSU's overall service to the state, region, country, and world. Graduate degrees increase student opportunities for promotion and long-term career success. MuSU offers numerous programs to address a variety of learning styles and connects prospective students to graduate education.

Vice President for Student Affairs
The Vice President for Student Affairs has overall responsibility for student support services, general quality of student life and student code of conduct at the University. The Office of the Vice President for Student Affairs is available to assist students with issues, interpret policies and procedures, and employ services to assist with student retention.

Vice President for Finance and Administrative Services
The Vice President for Finance and Administrative Services serves as the institution's Chief Financial Officer, establishes administrative policy and executes responsibilities within the University governance system. The policies and procedures set forth by the Vice President for Finance and Administrative Services critically impacts diversity at the University.

Vice President for University Advancement
The Vice President for University Advancement is responsible for the outreach and partnerships to grow the University and long-term relationships with alumni, organizations, and other constituencies of Murray State University. University Advancement assumes the duty for gifts, alumni affairs, community development, marketing, and communications.

Office of Enrollment Management

The mission of the Office of Enrollment Management 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 quality programs and services that support enrollment and initiatives for domestic students. The following offices report to Enrollment Management: Office of Recruitment, Office of Undergraduate and Transfer Admissions, Office of Financial Aid, and Office of Scholarships.

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 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 that recruitment staff is adequately prepared to recruit a diverse student population. Additionally, the office works with secondary education staffing to identify potential underrepresented students. Further, the Associate Director is chiefly responsible for the oversight with diversity recruitment efforts within the unit. (*See Appendix B for examples of recruiting programs).*

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.

Transfer Admissions

Transfer Admissions is the hub designed to assist transfer students in navigating the application, credit evaluation, orientation, connecting with department leaders to map an academic pathway and works in tandem with Admissions, Registration, Financial Aid and the Academic departments on campus to provide a pathway for a seamless transition into the university.

Office of Scholarships

The Office of Scholarships is charged with assisting students seeking scholarship funding. The office also serves as a clearinghouse for scholarships awarded by academic department or outside agencies. 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 need-based scholarships to allow multicultural and other underrepresented 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*)

Three highlighted scholarships which support our Diversity Scholarship Program include:
> *Dr. Marvin D. Mills Scholarship*
> *Racer Advantage Grant*
> *Racer Gold*

Office of Financial Aid

The Office of Financial Aid assists students, potential students and their families in developing a competitive financial aid package. The office also provides financial assistance in an accurate, efficient, and timely manner in order to provide the best possible service. The office seeks to help students explore their options and make their academic goals more affordable.

Office of Regional Academic Outreach (formerly Continuing Education and Academic Outreach)

The Office of Regional Academic Outreach (RAO) is organized to address those students whom are non-traditional learners who need flexible scheduling, online course options and other programming and support for intellectual growth. The unit works diligently to provide a variety of courses offerings generated by individual faculty members, staff, or departments. Regional Academic Outreach works to address the emerging population of non-traditional students. These students seek programs that demonstrate innovation, flexibility, and a life-long learning focus through its Bachelor of Integrated Studies program. The University serves students at the following locations: Hopkinsville, Henderson, Madisonville, Ft. Campbell, and Paducah. *(See Appendix A for program descriptions).*

Coordinator of Domestic Graduate Recruitment

Housed within the Office of the Provost, the Coordinator of Domestic Graduate Recruitment and Retention is primarily responsible for the recruitment of graduate students. This position also partners with each of the Deans to meet the graduate enrollment goals set forth by the University's Strategic Plan and the Diversity Plan. Focused marketing efforts, recruitment events, promotional materials, focus group sessions with minority groups on campus, and strategy sessions with the Deans and Department Chairs, are primary activities for the Coordinator. Existing programs in place are found in Appendix A and include program descriptions.

Office of Retention

Planning, processing, and developing retention efforts serve as the primary foci of the Office of Retention. The Office of Retention more specifically employs retention initiatives to create academic growth, promote achievement, and help students navigate through personal and academic challenges toward their goal of graduation.

The Mapworks[©] system is an assessment system designed to link administrators and faculty to the retention staff to identify at-risk students, provide information for the retention staff to initiate outreach efforts particularly in the areas of student success, retention, and completion. Further, Mapworks[©] serves as a tool for evaluating existing best practices to maintain or revamp in a manner which provides ongoing support for the needs of students.   The President's Commission on Retention was established to evaluate student retention and graduation issues and render recommendations to the President.

For the Fall 2016, the subcommittees of the commission chose to focus on continuing work with their initiatives put forth in the Retention Commission's Strategic Plan which benefits all students.

Office of Multicultural Affairs

The Office of Multicultural Affairs (OMA) develops and implements multicultural programs, activities, and events designed to address the needs of MuSU's multicultural student population. These cultural, social, and educational programs and workshops 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. 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. OMA seeks to enhance the retention, success, and graduation rates for multicultural students through a host of programs and forums. (*see Appendix B for programs and program descriptions*)

Women's Center

The MuSU Women's Center provides advocacy services, prevention programming, and gender equity programming to the campus community. Through programming and education, the Woemen's Center provides information and resources on topics including but not limited to: sexual violence, dating violence, stalking, bystander intervention strategies, responsible drinking, safe social events, women's leadership development, and gender-based harassment or discrimination. It offers a resource library with a specific focus on women's issues and self-help. The Center aims to empower the campus to create positive change that enhances a culture of respect and gender equity. (*See Appendix B for Program Descriptions)*

Career Services and Cooperative Education

The goal of Career Services is to assist students and alumni in finding employment and internship opportunities while in school and following graduation. Career Services uses a host of services and resources to assist students and alumni in finding the right employment or internship opportunity including, but not limited to: cooperative education and permanent employment opportunities, part-time opportunities for both on and off campus employers, and skill building sessions/workshops.

Office of Student Life/Curris Center

As a Senior member of the Student Affairs staff, the Director of Student Life/Curris Center 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 Student Activities Advisor.

Deans

Deans are primarily responsible for the oversight of academic advising, curriculum development, course offerings, classroom instruction, faculty recruitment, faculty retention, library collection development, laboratory equipment, administrative and financial management of the college, and setting the vision for the academic college.

Deans are also chiefly responsible for identifying initiatives at the collegiate level to assist the University in carrying out the institutional diversity plan.

Institute for International Studies
The Institute for International Studies (IIS) is focused on undergirding the international student population to address the unique needs of non-native students. IIS provides orientation sessions, immigration assistance, advising, referrals, and other transitional efforts. IIS-served students are also benefactors of and contributors to the diversity efforts of the institution.

Office of the Registrar
The Office of the Registrar is the focal point on campus geared toward aiding students with registration, academic record maintenance, transcript verification, course catalog interpretation and class scheduling. The Registrar is also the custodian of the student's learning experience by collecting, preserving and protecting academic records of Murray State University students.

Office of Human Resources
Human Resources (HR) is responsible for system-wide HR initiatives focusing on faculty and staff who make up the workforce. HR is responsible for the administration of personnel policies and practices to ensure the University complies with all federal and state laws involved in talent acquisition, training, and development, and compensation. In addition, HR manages performance appraisals, progressive discipline, and terminations, as well as the administration of all employee benefits. Since all hiring efforts begin and end with Human Resources, diversity must continually be a factor in the recruitment and retention of employees at the University. For diversity management to be successful, HR must help create and maintain a work environment that fosters respect and growth for all employees.

Directors
The role of the Directors is to manage their respective areas. The Directors should also act as advocates for their employees. They should educate, reward, and encourage excellence.

Academic Chairs
The role of the Academic Chair is to manage his/her respective area to be in line with the structure provided to them by the Provost and Dean. They should provide support to their faculty in fulfilling the unit's mission and advancing in their professional careers. The Academic Chair should also act as an advocate for their faculty and encourage and reward excellence.

Appendix D: SOC Code information

SOC Code Information

The occupational categories included in this table are the categories reported to the National Center for Education Statistics through the Integrated Postsecondary Educational Data System (IPEDS). Some employees with faculty status (e.g., Librarians, Deans, administrators with faculty status) are not included in the IPEDS Instructional & Research Faculty category. The occupational categories reported by universities were revised beginning fall 2012. Many of the current occupational categories can't be directly compared to those used in previous years.

IPEDS SOC CODE LEGEND

Management Occupations	Management Occupations (11-0000)
Business and Financial Operations Occupations	Business and Financial Operations Occupations (13-0000)
Computer, Engineering, and Science Occupations	Computer and Mathematical Occupations (15-0000) Architecture and Engineering Occupations (17-0000) Life, Physical, and Social Science Occupations (19-0000)
Community Service, Social Service, Legal, Arts, Design, Entertainment, Sports and Media Occupations	Community and Social Service Occupations (21-0000) Legal Occupations (23-0000) Arts, Design, Entertainment, Sports, and Media Occupations (27-0000)
Healthcare Practitioners and Technical Occupations	Healthcare Practitioners and Technical Occupations (29-0000)
Service Occupations	Healthcare Support Occupations (31-0000) Protective Service Occupations (33-0000) Food Preparation and Serving Related Occupations (35-0000) Building and Grounds Cleaning and Maintenance Occupations (37-0000) Personal Care and Service Occupations (39-0000)
Sales and Related Occupations	Sales and Related Occupations (41-0000)
Office and Administrative Support Occupations	Office and Administrative Support Occupations (43-0000)
Natural Resources, Construction, and Maintenance Occupations	Farming, Fishing, and Forestry Occupations (45-0000) Construction and Extraction Occupations (47-0000) Installation, Maintenance, and Repair Occupations (49-0000)
Production, Transportation, and Material Moving Occupations	Production Occupations (51-0000) Transportation and Material Moving Occupations (53-0000)

Appendix E: Peer Data from Benchmark Institutions

Table 1. Five-year AAGR for Enrollment for Benchmark Institutions*

Benchmark Institutions	5-year AAGR			
	African American enrollment	Hispanic enrollment	Undergraduate URM enrollment	Graduate URM enrollment
Central Connecticut State University	1.92%	7.63%	5.55%	1.41%
Eastern Illinois University	6.30%	8.45%	6.95%	3.06%
Eastern Washington University	0.00%	5.39%	4.40%	8.14%
Frostburg State University	5.25%	4.56%	5.11%	3.93%
Indiana State University	3.71%	14.87%	4.44%	-0.37%
Murray State University	-1.90%	4.10%	1.60%	-0.20%
Northwest Missouri State University	0.00%	14.87%	4.02%	-6.31%
Oakland University	-2.33%	8.45%	0.90%	2.59%
Pittsburg State University	0.00%	4.56%	5.32%	5.90%
Plymouth State University	14.87%	0.00%	6.94%	-3.46%
Rhode Island College	5.15%	12.20%	8.18%	4.11%
Southeast Missouri State University	0.00%	14.87%	1.42%	0.28%
Stephen F Austin State University	-4.36%	7.78%	1.45%	7.64%
The University of Tennessee-Chattanooga	-1.73%	0.00%	-2.87%	3.91%
The University of Tennessee-Martin	-1.28%	0.00%	1.15%	5.36%
University of Central Missouri	4.56%	14.87%	8.85%	-11.27%
University of Montevallo	0.00%	5.92%	2.45%	-1.26%
University of Nebraska at Omaha	0.00%	12.89%	7.61%	8.87%
Western Carolina University	0.00%	14.87%	6.23%	8.14%
Western Illinois University	6.30%	12.89%	8.59%	5.44%
Average	1.64%	8.95%	4.34%	3.05%

*These AAGRs are calculated from data from IPEDS. The IPEDS data differs slightly from the trend data provided in the body of the rationale in two keys ways: (1) the IPEDS data is often rounded to whole numbers, while our trend data is more precise; and (2) the range of years is different. We used the most recently available trend data for target setting; these data are provided in the body of the rationale. However, while the benchmark data cannot be compared with the trend data, these benchmark tables provide an opportunity to compare Murray State with its benchmark universities.

Table 2. Five-year AAGR for Six-Year Baccalaureate Graduation Rate and Retention Rate for Benchmark Institutions*

Benchmark Institutions	5-year AAGR		
	6-year graduation rate	6-year URM graduation rate	Retention rate
Central Connecticut State University	3.93%	8.39%	0.26%
Eastern Illinois University	-0.34%	1.79%	-1.03%
Eastern Washington University	0.00%	-0.16%	0.79%
Frostburg State University	2.53%	4.04%	1.37%
Indiana State University	-0.48%	-3.13%	1.99%
Murray State University	-2.10%	-4.00%	0.50%
Northwest Missouri State University	-0.83%	-0.66%	0.57%
Oakland University	1.92%	1.48%	0.81%
Pittsburg State University	-1.26%	2.13%	0.27%
Plymouth State University	-0.34%	10.03%	0.53%
Rhode Island College	0.00%	9.74%	0.00%
Southeast Missouri State University	0.85%	-2.17%	0.56%
Stephen F Austin State University	-1.40%	-0.70%	1.78%
The University of Tennessee-Chattanooga	2.44%	4.74%	0.57%
The University of Tennessee-Martin	-0.85%	2.90%	0.54%
University of Central Missouri	0.79%	1.87%	-0.55%
University of Montevallo	0.91%	1.00%	0.00%
University of Nebraska at Omaha	1.79%	6.67%	1.07%
Western Carolina University	2.66%	6.18%	2.13%
Western Illinois University	0.00%	-1.88%	-0.86%
Average	0.52%	2.67%	0.52%

*These AAGRs are calculated from data from IPEDS. The IPEDS data differs slightly from the trend data provided in the body of the rationale in two keys ways: (1) the IPEDS data is often rounded to whole numbers, while our trend data is more precise; and (2) the range of years is different. We used the most recently available trend data for target setting; these data are provided in the body of the rationale. However, while the benchmark data cannot be compared with the trend data, these benchmark tables provide an opportunity to compare Murray State with its benchmark universities.

Table 3. Five-year AAGR for Baccalaureate Degrees and Four-year AAGR for URM Baccalaureate Degrees for Benchmark Institutions*

Benchmark Institutions	AAGR	
	Baccalaureate degrees	URM baccalaureate degrees**
Central Connecticut State University	2.64%	8.83%
Eastern Illinois University	-3.64%	5.74%
Eastern Washington University	2.84%	5.67%
Frostburg State University	3.90%	7.07%
Indiana State University	6.26%	11.80%
Murray State University	2.10%	5.40%
Northwest Missouri State University	0.60%	2.95%
Oakland University	3.18%	7.82%
Pittsburg State University	0.97%	11.22%
Plymouth State University	-0.53%	12.80%
Rhode Island College	2.81%	4.50%
Southeast Missouri State University	2.42%	-2.92%
Stephen F Austin State University	2.07%	7.03%
The University of Tennessee-Chattanooga	6.69%	9.03%
The University of Tennessee-Martin	2.34%	5.19%
University of Central Missouri	1.48%	8.07%
University of Montevallo	-7.25%	-15.04%
University of Nebraska at Omaha	3.31%	11.17%
Western Carolina University	4.66%	11.21%
Western Illinois University	-1.67%	7.72%
Average	1.92%	7.00%

*These AAGRs are calculated from data from IPEDS. The IPEDS data differs slightly from the trend data provided in the body of the rationale in two keys ways: (1) the IPEDS data is often rounded to whole numbers, while our trend data is more precise; and (2) the range of years is different. We used the most recently available trend data for target setting; these data are provided in the body of the rationale. However, while the benchmark data cannot be compared with the trend data, these benchmark tables provide an opportunity to compare Murray State with its benchmark universities.

**Degrees awarded for these racial/ethnic categories only available for 4 academic years; AAGR for URM baccalaureate is calculated for 4 years.

Table 4. Four-year AAGR for URM Faculty and Management Staff as a Percentage of the Total for Benchmark Institutions*

Benchmark Institutions**	AAGR	
	URM Faculty	URM Management Staff
Central Connecticut State University	1.80%	4.74%
Eastern Illinois University	-3.76%	-6.86%
Eastern Washington University	3.95%	1.65%
Frostburg State University	3.56%	-1.50%
Indiana State University	4.09%	1.19%
Murray State University	0.60%	-6.20%
Northwest Missouri State University	-3.76%	-10.49%
Oakland University	2.15%	3.03%
Pittsburg State University	-6.05%	12.28%
Plymouth State University	6.78%	-100.00%
Rhode Island College	-0.95%	10.43%
Southeast Missouri State University	2.05%	5.26%
The University of Tennessee-Chattanooga	1.56%	0.99%
The University of Tennessee-Martin	2.10%	21.60%
University of Montevallo	3.75%	-15.33%
University of Nebraska at Omaha	-1.81%	5.10%
Western Carolina University	-6.06%	-16.20%
Western Illinois University	-0.36%	-3.78%
Average	1.05%	1.00%

*These AAGRs are calculated from data from IPEDS. The IPEDS data differs slightly from the trend data provided in the body of the rationale in two keys ways: (1) the IPEDS data is often rounded to whole numbers, while our trend data is more precise; and (2) the range of years is different. We used the most recently available trend data for target setting; these data are provided in the body of the rationale. However, while the benchmark data cannot be compared with the trend data, these benchmark tables provide an opportunity to compare Murray State with its benchmark universities.

**Data submission is optional in some years. The two schools (Stephen F. Austin State University and University of Central Missouri) that did not submit comparative data were dropped from the average