

**President Rao's Charges to Increase Diversity  
Central Michigan University  
SPRING 2009 FINAL UPDATE**

Below are the responses to a series of diversity charges issued by President Rao in December 2006. The responses posted here have been received and accepted by the president. While several charges have come to their natural conclusion, others remain apart of CMU's diversity priorities, and therefore, are central to the institution's revised strategic plan for advancing diversity. In this final diversity charges update, the responsible officer/s share the status of a particular charge at the conclusion of fall 2008. In this report, the charges are in bold and updates are in blue type.

**AVP for Diversity Position**

**Charge: Develop a plan that includes the process for extensive outreach to successfully hire a "champion" for diversity. CMU needs a strong, stable, and visible leader who will provide leadership to support greater diversity and a welcoming climate for all. Responsible Officer: Pam Gates**

Dr. Denise O'Neil Green accepted the position as AVP for Diversity and began serving in that role in July 2007. Dr. Green's areas of specialization are higher education, diversity issues, and qualitative research methods. She was most recently an assistant professor of Qualitative, Quantitative, and Psychometric Methods, and Educational Psychology at the University of Nebraska, Lincoln. She was Assistant Director of the Office of Academic Multicultural Initiatives at the University of Michigan Ann Arbor for three years and was coordinator of the Graduation Retention Improvement Program at Central Michigan University from 1992-1996.

Upon her arrival Dr. Green has taken charge of revising the strategic plan for diversity and of managing and monitoring responses to the diversity charges. She is working with the Office of Research and Sponsored program to submit a federal grant proposal to continue the Gaining Early Awareness and Readiness for Undergraduate Program (GEAR UP), CMU's outreach and service efforts in the Flint Community Schools. She is also working with the Multicultural and Diversity Education Committee (MDEC) of the Academic Senate to explore institutionalizing a cultural competency certificate. Dr. Green is also examining ways to improve the campus climate and retention/graduation rates for diversity groups.

**Strategic Plan for Achieving Diversity - Assemble a Committee**

**Charge: Review and provide recommendations to update the Strategic Plan for Achieving Diversity. Responsible Officer: Denise O'Neil Green**

Letters of appointment dated February 12 were sent to all members. The members are:

Jim Jones	Faculty	Rebecca Thornton	Student
Orlando Perez	Faculty	Sean Novak	Staff
Dawn Nelson	Faculty	Traci Guinn	Staff
Ben Ramirez	Faculty	Kevin Williams	Staff
Tim Hartshorne	Faculty	Thomas Moore	Senior Officer
Michael Ware	Student	Bruce Roscoe	Senior Officer
Dan Nowiski	Student		

The committee to review the Strategic Plan for Achieving Diversity completed its task Spring semester 2007 and submitted a 15-page report to interim Provost Shapiro and President Rao. The newly hired AVP for Institutional Diversity, Dr. Denise O'Neil Green, reviewed the report and will incorporate the recommendations into the Strategic Plan for Achieving Diversity.

## Proposal 2

**Charge:** Investigate the potential impact of the MCRI on CMU's offices, programs and services. Gather information from as many sources as possible regarding specific ways in which the university can improve upon current services to expand diversity within legal boundaries. It is understood that while the broader examination of legal impact will be completed on January 18, more time will be required to identify ways to improve current services to expand diversity in the learning environment. **Responsible Officer: Eileen Jennings**

A web page ([http://www.cmich.edu/We\\_Value\\_Diversity.htm](http://www.cmich.edu/We_Value_Diversity.htm)) "We Value Diversity" was established focusing on the outcomes of the work of the committee.

The committee has found generally that the university is positioned well to continue offering its programs and initiatives, and to be in compliance with MCRI. Slight modifications might be necessary to some programs; however, the changes are readily accomplishable and will not adversely impact the university's commitment to diversity and services to students, faculty and staff. Additional information can be obtained by checking the above listed web page and / or contacting the below individuals for information on the specific topic:

Statement on University's Use of term "Affirmative Action" and its relationship With Article I, Section 25	Eileen Jennings/Barbara Taylor
Undergraduate Admissions	Bruce Roscoe
Career Services	Bruce Roscoe
Undergraduate Scholarships and Financial Aid	Bruce Roscoe
Graduate Admissions	Bruce Roscoe
Graduate Awards, Assistantships, etc.	Bruce Roscoe
Residence Life	Bruce Roscoe
Minority Student Services	Denise O'Neil Green
Office of International Education	Eileen Jennings
Athletics	Mary Roy
University Recreation / SAC	Eileen Jennings
Grants and Contracts	Eileen Jennings /Barbara Taylor
Development	Eileen Jennings
ProfEd / Off Campus Programs	Eileen Jennings
Admission to Academic Programs	Eileen Jennings
Purchasing and Facilities Management	Robert Martin
Employee Recruitment, Promotion, etc.	Maxine Kent / Robert Martin

December 6, 2007 Update: Programs, services, and policies were reviewed in order to maintain compliance with the MCRI. Below are several changes that were made.

Admission Decisions: For those applying by hard copy, students are asked race/ethnicity to satisfy federal reporting requirements. For on-line applications, providing this information is optional, and for international applications it is not asked.

King-Chavez-Parks Future Faculty Fellowship: Funding for this has been received for the 2007-08 academic year. The fellowship eligibility language might be changed to comply with Proposal 2 in the future. This will be monitored by the College of Graduate Studies.

Graduate Diversity Fellowship and Graduate Diversity Assistantship: The term "Diversity" was deleted from these titles. The eligibility no longer has diversity mentioned except to state "beliefs about diversity in higher education" or "who supports the advancement of diversity in higher education."

McNair Post-baccalaureate Achievement Program: The program is required to serve at least two-thirds low income and first generation college students. The program may serve, but is not required to serve, one-third who qualify as underrepresented. This is based on conversations with directors of McNair programs located in California.

Minority Student Services: Programs and services sponsored by MSS have a diversity focus and upon review does not restrict participation or services to any particular group of students, minority or otherwise.

## **Campus Safety / Security**

### **Reported Pattern of Hostile Racial Slurs and Harassment**

**Charge: Formulate a plan to investigate reported hostile and / or endangering incidents in consultation with the Affirmative Action Office / Student Police Administrators Resource Committee (SPARC) and increase university police presence on Preston Street to help ensure physical safety. Responsible Officer: Stan Dinius**

December 2, 2007 Update - The CMU Police Department did the following:

Encouraged the leaders of groups representing members of ethnic minority groups to report racial incidents when they occur. It was suggested that victims should try to obtain suspect descriptions, vehicle descriptions, and license plate numbers.

Increased police foot patrol on campus when shift coverage permits. Whenever more than two officers are working on a shift, one officer is assigned to foot patrol. An increase in foot patrol has occurred and will continue to occur. Officers have logged time on foot patrol on 371 occasions and completed 1,086 building checks between January 1, 2007 and October 31, 2007.

Increased police vehicle patrols on Preston and Washington Streets. Officers have been directed to increase their vehicular patrolling of these areas.

Discussed the issue of diversity and minority student complaints at CMU command staff meetings and shared these issues with the Isabella County law enforcement administrator's. Dr. Green, Associate Vice President for Institutional Diversity, also met with the staff to discuss ways of improving communication and trust between CMU Police and minority students.

Planned diversity training for the CMU Police officers to occur during spring 2007 term. Update 10/31/07: The program was conducted by Mr. Michael Powell, the university's Affirmative Action Officer and John Vinson, Isabella County Undersheriff. Diversity training for all CMU

Police officers was completed on April 12, 2007. In August 2007, all CMU Police employees also completed the mandatory diversity education program, *Synergy from Others*.

The SPARC Group has been inactive since Spring semester 2007. The Diversity Coalition, a fledgling group that mobilized this Fall 2007, has taken its place. CMU Police will serve as active participants in the coalition.

December 16, 2008 Update - The CMU Police did the following:

In 2008 the CMU Police Department has continued its aggressive foot patrol and building check program. The statistics for the past two years is listed below:

2007 – Building checks (1,363), Foot patrol assignments (111)  
2008 (through 12/10/08) – Building checks (1,675), Foot patrol assignments (322)

It should be noted that in the fall of 2008, the department operated with 4 fewer police officers due to a resignation, retirement and medical leaves.

In 2008 the CMU Police Department has continued to train its police officers and staff in diversity. The 2008 training is listed below:

- Hate Crimes training – presented by the Michigan office of Civil Rights for police officers on 2/27/08. All CMU Police Officers attended, and several officers from other departments also attended.
- Diversity, Phase 3 – training presented by CMU Human Resources and Institutional Diversity staff was attended by CMU Police Officers and staff during the summer of 2008.
- CMU Diversity Retreat – was held on August 14, 2008 and sponsored by the Office for Institutional Diversity. This retreat was attended by Chief Dinius, Captain Harris and Parking Services Office Manager Kim Roshak.
- Hate Crimes Conference – held on September 12, 2008 sponsored by Michigan Civil Rights Office, attended by Chief Dinius.

It is the goal of the CMU Police Department to improve communication with the minority population of the campus community. A community police position has been created to work in conjunction with the Office for Institutional Diversity to facilitate a collaborative effort towards effective communication, teamwork, partnerships, respect for diversity, problem solving and the reporting of activities and crime. In addition, this position will enforce state laws, university ordinances and provide law enforcement and a secure environment to faculty, staff, students and guests of the university.

Community Policing Officers are also assigned to attend the President's Affirmative Action and Equity Council meetings and work in partnership with that group.

### **Communication Regarding Harassment and Discrimination**

**Charge: In consultation with Eileen Jennings, Bruce Roscoe, and Denise Green, examine current CMU policies. Determine a course of action to improve communication about policies.**  
**Responsible Officer: Renee Walker**

There are six CMU policies and/or documents that address civility, harassment, and/or discrimination. They are:

- 2005 – 2006 Sexual Harassment Resources
- Advocacy Policy
- Board of Trustees Nondiscrimination Statement
- Code of Student Rights, Responsibilities and Disciplinary Procedures
- Equal Opportunity and Affirmative Action Protocol
- Workplace Violence

December 2, 2007 Update: These policies were posted on the Faculty/Staff and Student portals under the tab University Life and listed under Policies and Procedures. The policies will also be posted on the following web sites:

- Affirmative Action
- Dean of Students Office
- Human Resources
- General Counsel
- Faculty Personnel Services
- Institutional Diversity

The committee will also routinely inform on-campus constituencies through CMUToday e-mail messaging of the policies and where they can be accessed.

## **International Students**

**Charge: Review existing policies for international students, including the qualifications and opportunities for on-campus employment related to a student's chosen field of study and the criteria for determining the level of English language courses required for each student. In consultation with Bruce Roscoe, explore avenues available for financial assistance. Deliver appropriate courses of action in writing. Responsible Officer: Mark Poindexter**

Dr. Wang, the former director of the Office for International Education, presented the president with plans by January 31 and President Rao immediately accepted these plans and requested her immediate action on them.

**On-campus employment opportunities:** International students are eligible for General Student Assistance (GSA) funded positions; they are not eligible for College Work Study positions. The obstacles for international students seeking on-campus jobs are: most positions are filled before international students arrive on-campus in the Fall; international students must obtain a social security number before they can begin work; however they must have a job offer before they can apply for a social security number; some offices hesitate to hire international students because of the students' English proficiency. This last point can be addressed through messages and expectations communicated by administrators to the people hiring students.

Proposed action: Student Employment Services will continue to attend each New International Student Orientation session. Information will be presented and a guide describing how to seek an on-campus job will be distributed. Units which employ students will be encouraged to appreciate the unique characteristics which international students bring to an operation and the increase in

interactions which domestic students can have with international students as a result of their employment.

Determining Level of English Language Courses Required: The English Language Institute (ELI) uses a variety of measures to assess English language competency (i.e., TOEFL score; 214 CBT score; 79iBT score.) Graduate international students demonstrate proficiency through completed coursework or previous employment. ELI continues to look at “best practices” for assessing and advising international students.

Proposed action: ELI will institute a new testing schedule for Fall 2007, and the Office of International Education (OIE) will work with ELI to clarify the progression requirements of students and will clearly communicate these requirements to both current and prospective students.

Financial Assistance: Financial aid is very limited for international students; neither federal financial aid funds nor student loans are available to these students. A limited number of scholarships are available to incoming freshmen and transfer students. Each student is required to submit official proof of financial support to cover the first year of study at the time of one’s application; the student again submits this proof when applying for a student visa. Students are informed by CMU that they must have sufficient financial means to support themselves throughout their entire course of study.

CMU offers some international students graduate assistantships or research assistantships, and has three kinds of scholarships for undergraduate international students (i.e., President’s Award, Continental Scholarship, and Global Scholarship.)

Proposed action: OIE will link its appropriate web page to external funding resources. This will connect students to reliable scholarship and funding sources outside the university. The linked web pages will include official sites from the State Department, NAFSA and other reputable organizations.

December 2, 2007 Update: The update of proposed actions include -

- Student Employment Services (SES) continues to attend each New International Student Orientation. SES has developed an information guide for new students interested in pursuing on-campus employment. This reference guide has been distributed to all current students and will continue to be used in the future;
- The Office of International Education will continue to work with SES to facilitate student employment matters and issues of concern;
- The ELI has instituted a new testing schedule for incoming students for the Fall 2007 Orientation period. The test is administered at three different times in an effort to match all incoming students’ arrival schedules;
- The OIE has worked with Residence Life staff to ensure housing availability for students who wish to arrive prior to the Orientation schedule. This has been accomplished, which allow students a time of adjustment prior to testing and the orientation schedule;
- Dr. Wang proposed that 1) CMU considers reducing ELI tuition with suggested rates; 2) major ELI requirements be translated into different languages so that students understand clearly the

ELI requirements; and 3) the pool of International Student Emergency funds be increased. While increasing the emergency fund is not practical because taxes will be charged to student recipients, the remaining two proposals have not been addressed; and

- The Office of International Education has linked its appropriate web page to external funding resources. This link will connect international students to reliable scholarship and funding sources outside the university.

December 19, 2008 Update – This update addresses earlier actions that were initially proposed, new 2010 diversity related proposals, and additional OIE activities and initiatives.

#### **Updates related to topics appearing in earlier reports**

- Student Employment Services (SES) continues to attend each New International Student Orientation. The SES information guide for new students interested in pursuing on-campus employment continues to be distributed to all current students.
- The OIE continues to work with SES on employment issues for international students as they arise.
- Changes to the criteria for the *President's Award For Undergraduate International Students* were approved so that students admitted to the Bridge Program are eligible for the *Award* once they have achieved English language proficiency through the English Language Institute if the students are otherwise qualified.
- The OIE continues to work with Residence Life to ensure placement for students who arrive prior to Orientation and the official opening of campus residence halls and apartments. Residence Life and the OIE are currently discussing opportunities to enhance global living opportunities for all students.
- A new English Language Institute placement testing schedule was implemented in the fall of 2007. Students can now test two different times during planning week (Monday and Thursday) and late testing is provided whenever possible for late arriving students. This has resulted in international students arriving to campus earlier than in the past and it has helped them get their placement results sooner. This has allowed students who qualify for CMU degree courses more time to seek academic advising and get help enrolling for classes.
- The test used by ELI for placement is currently being reviewed and a new or revised placement test should be in place by fall of 2009. This project is being done in cooperation with testing experts from Michigan State University.
- A new on-line student handbook has been created to clarify all ELI policies including a better explanation of how students progress through the ELI program once their proficiency has been determined by the ELI placement test. The ELI Director will also host a formal session during the first week of ELI classes in fall and spring semesters to go over the policies and to answer any questions students may have.

#### **New 2010 proposals also related to diversity**

OIE, in cooperation with other units of CMU, has submitted three 2010 grant proposals that have diversity goals and has funded a survey research project with a diversity dimension. Specifically, OIE is a co-sponsor or sponsor of grant proposals to:

- Increase the number of international students attending CMU from Latin American countries or from high schools.
- Encourage the further development of Spanish language skills by CMU faculty who are already at the intermediate level.

- Provide a network to support interest groups and non-credit courses with the goal of providing more opportunity for interaction among people of diverse national and ethnic backgrounds.
- Encourage (and provide financial support for) more CMU students to study abroad in China and India, the two countries from which we attract the greatest numbers of international students.
- Offer more performances/exhibitions on campus that will draw attention to India and China. The three 2010 proposals that would support the above are all currently under consideration.

#### Other OIE activities related to diversity

- Approved funding for half of the costs of focus groups with international students to be conducted by the CMU Center for Applied Research and Rural Studies to determine the positive and negative experiences that international students have at CMU. The focus group data will be used, in part, to develop a web survey to be administered to all international graduate students.
- Initiated a program of mini-grants to encourage faculty to undertake projects with an international dimension.

#### Additional notes:

- English Language Institute goals and accomplishments are addressed in this update, as they listed in earlier documents along with those of the Office of International Education. However, although ELI has a close working relationship with OIE, ELI does not report to OIE, but is a part of the College of Humanities & Social & Behavioral Sciences.
- Encouragement of competency in languages other than English seems to be an appropriate part of diversity efforts, as well as efforts to internationalize the campus, therefore, the future of OIE should include a review of language goals. Language goals are noted above in one of the OIE 2010 grant proposals, but this is an area in which more university-wide effort may be appropriate.

### University Communications

#### **Reporting Incidents**

**Charge: In consultation with Eileen Jennings, Bruce Roscoe, Maxine Kent, Bob Martin, Stan Dinius, and any other appropriate officer, develop a course of action, including Web presence, to more clearly communicate reporting mechanisms and processes. Responsible Officer: Renee Walker**

Health & Safety  
 CMU Police Department  
 Off-Campus Security  
 Counseling Center  
**Reporting Assaults / Suspicious Activities**  
**Reporting Race Related Incidents**  
**Sexual Aggression Peer Advocates**  
 University Health Services

The highlighted information has been added to Faculty/Staff and Student portals under the University Life tab and Health and Safety listing. When one clicks on Reporting Assaults / Suspicious Activities, it leads to this statement:

Central Michigan University urges students, employees, and visitors to report crimes or suspicious activities as soon as possible. The following link will take you to specific reporting procedures that will ensure prompt attention by CMU Police or area law enforcement agencies.

<http://www.police.cmich.edu/crime.pdf>

Contact Information:

CMU Police: 911 (emergency) 989-774-3081 (non-emergency)  
Combined Services Building  
Area Police / Fire / EMS: 911

When one clicks on Reporting Race Related Incidents, it leads to this statement:

Violations of affirmative action rights may occur in many settings (e.g., the community, on-campus, in classrooms, or in the workplace.) If you feel you have experienced such a violation, the following link will detail your rights and reporting procedures so you can receive immediate attention and assistance:

<http://www.cmich.edu/aeo/equal-op-aa-protocol.htm#ivd>

Contact Information:

Affirmative Action Office: 989-774-3253  
428 Park Library

December 2, 2007 Update:

When one clicks on Sexual Aggression Peer Advocates, it leads to the home page for this support service and additional resources.

<http://www.sapa.cmich.edu/>

Contact Information:

Sexual Aggression Peer Advocates: 774-CALL  
sapa@cmich.edu

Faculty, staff and students were informed of this via e-mail messages when the information was posted. Periodically email messages will be sent to faculty, staff, and students as deemed necessary.

## **Publications**

**Charge: Review CMU publications and affirm the university's commitment to realistic sensitivity in future publications. Responsible Officer: Renee Walker**

The following statement outlines the Office of Public Relations and Marketing approach to portraying diversity in university print and electronic communications:

Members of the public relations and marketing staff have been, and continue to be, sensitive to the need for balance in how diversity is represented at CMU. The unit consults frequently and regularly with primary clients to ensure that photographs accurately portray diversity at the university.

The staff is committed to honestly presenting the demographics of the university community and to representing a diverse community in university publications without over-representing any group, particularly in the areas of gender, race, and academic interests.

Photographs are and will be taken with this in mind and the staff will continue to consult regularly with clients and creative professionals to ensure that an accurate balance is maintained.

Everyone in the office is and will continue to be cognizant of this important issue and welcomes feedback regarding publications and other communication avenues used to portray university life at CMU.

This statement has been sent to the following offices: Institutional Diversity, Dean of Students, Affirmative Action, Admissions, Minority Student Services, Multicultural Education Center, Native American Programs, and Student Life.

## **Announcements**

**Charge: Review the policy on submitting scheduled events to appear on the University Events and Activities Calendar. Develop a plan to increase awareness of this policy. Responsible Officer: Renee Walker**

Senior officers and all CMUToday e-mail subscribers received the following information:

The new university calendar went live online January 2, 2007.

It has been designed to be more user friendly for the many audiences it serves.

Events can be narrowed down by using the filter options. The calendar now easily can be customized for specific users to their personal specifications.

Units are encouraged to include all university events in this master calendar, regardless of any departmental calendars that may exist.

Entering an event is easier than before. The calendar can be accessed at <http://events.cmich.edu>.

When one clicks on the 'submit' button a page that has all the information needed to enter an event is presented. Individuals are now asked to enter the audience(s) for whom the event is intended, the category of event, whether or not it is part of a larger event (e.g., Homecoming,) and the event's sponsor. All of this helps with the filtering section when users try to simplify their view of the calendar.

## **Peer Advocate Group**

**Charge: In consultation with SGA and student leaders such as Autumn Johnson and Rebecca Thornton, develop a plan to identify this group and explore the willingness of students to participate in activities designed to support diversity education. Responsible Officers: Denise O'Neil Green, Bruce Roscoe**

The plan is to develop a support / reporting system which has characteristics similar to the Sexual Aggression Peer Advocates (SAPA). The group will work in cooperation with and under the direction of the Affirmative Action Office. A possible name for the group is Student Advocates Against Racially Motivated Incidents (SAARMI.) Students will be recruited, screened, selected and extensively trained for their role.

The purpose of the group will be to have peers assist students who have experienced racial intimidation, harassment or aggression, and / or the friends or relatives of students who have experienced racial intimidation, harassment or aggression. The advocates will:

- Support individuals who are subjected to racial intimidation, harassment or aggression; serve as a person with whom individuals can share their experiences.
- Inform individuals of the resources and options available to them (e.g., reporting to the Affirmative Action Office; reporting to CMU Police Department.)
- Assist individuals in “connecting” with the resources or options they choose.
- Provide educational programs; participate in the Campus and Community Life Orientation Program.
- Be available by telephone and direct contact.

December 2, 2007, Update: As of Fall 2007 there are two students organizations, Collective Action for Cultural Unity (CACU) and Students Against Discrimination (SAD), that have attempted to provide peer support for students who have experienced racial intimidation, harassment or aggression. However, it is clear that additional training and organizational supports need to be put in place to institute an initiative comparable to SAPA. Denise Green, Associate Vice President for Institutional Diversity, with the assistance of the Affirmative Action Office, CMU Police, Dean of Students Office, and SAPA will begin to explore the development of a training program. Local experts, including Dr. John Vinson, Isabella County Undersheriff and state experts, such as the Michigan Alliance Against Hate Crimes and the Michigan Department of Civil Rights, will be consulted. The Southern Poverty Law Center’s (SPLC) will also be consulted. When the program is fully developed, the Affirmative Action Office will take the leadership role in this advocacy and education effort.

The Office for Institutional Diversity has launched a new student effort, the Student Diversity Advisory Council (SDAC). The SDAC is dedicated to promoting educational excellence, diversity, and community service in order to foster a welcoming and inclusive environment for all members of the CMU and Mount Pleasant communities. The SDAC also serves as an advisory council to the associate vice president for institutional diversity and assists with educating the CMU community on diversity issues and related topics. Denise Green is in the process of reviewing applications and notifying students. The SDAC will hold its first meeting Spring 2008.

January 13, 2009 Update: The plan was to develop a support / reporting system which has characteristics similar to the Sexual Aggression Peer Advocates (SAPA). This support group will work in cooperation with and under the direction of the Affirmative Action Officer, Police Officer/Diversity Liaison, and the Director of the Office of Gay and Lesbian Programs. Since the Director position for Gay and Lesbian Programs was filled late October 2008, all three posts will collaborate and begin to develop a structure for the program during the summer and fall of 2009 with the aim of launching the group spring 2010.

The Student Diversity Advisory Council (SDAC) started with 10 members in Spring 2008 and held an open house and welcome reception, Tuesday April 8, at the Baber Room in Park Library. About 50 people attended, and CMLife provided excellent coverage of the event. This year the group has 8

student members. While the council continues to advise the AVP for Institutional Diversity, it is also planning a spring event. The SDAC plans to facilitate group discussions on diversity with the help of CMU student actors who perform Through the Eyes of Jo (TEOJ). The event is scheduled for early March, 2009.

### **Mount Pleasant Community**

**Charge: Contact leadership of Mount Pleasant area diversity groups and create a plan to organize and implement joint diversity efforts. Responsible Officer: Denise O’Neil Green**

Contacted the Mount Pleasant Area Diversity Group, Mount Pleasant City Commission, and the Saginaw Chippewa Indian Tribe to schedule meetings to identify new strategies and approaches to combine efforts to foster a climate that values diversity on campus and within the greater Mount Pleasant community. At the initial planning/strategy meeting on February 15, 2007, there was a respectful discussion of the value of diversity and the link between the university's diversity expectations and commitment and the Mount Pleasant community. The meeting included representatives from the Mt. Pleasant Chamber of Commerce, School Board, City Council and other community groups, in addition to CMU faculty and staff.

December 2, 2007 Update: The AVP of Institutional Diversity, Denise Green, has started meeting individually with representatives of major civic organizations of Mount Pleasant to identify opportunities for collaboration/co-sponsorship. She is working with Sharon Quinlan, coordinator of the Isabella County Diversity Services to identify and cosponsor joint diversity efforts. She is working with James Moreno, City Commissioner, to identify ways to improve the climate for diverse groups in Mount Pleasant. She is also a member of the Mount Pleasant Area Diversity Group. Spring 2008 the AVP will work with area law enforcement agencies to increase levels of trust and cooperation between area law enforcement agencies – Mount Pleasant Police Department, Michigan State Police Department, and Isabella County Sheriff’s Department – and respective diverse campus groups. The overall aim is to work towards increasing support for and cultural competency of diverse groups among both CMU and Mount Pleasant Police agencies.

January 13, 2009 Update: Working with the Mount Pleasant community continues to be a priority of the Office for Institutional Diversity. For fall 2008, the Office for Institutional Diversity, in collaboration with six other CMU officers, presented three, day long diversity workshops for Isabella county employees. Over 125 county employees attended one of the three workshops. The evaluations indicated that most attendees rated their one day experience 4 or 5 on a 5-point scale, with 5 being excellent. The AVP plans to follow up with the newly hired county diversity coordinator, Blossom Hill, to schedule subsequent workshops for those who were unable to attend in the fall and continue collaborative efforts. In addition to meeting with leaders of the Mount Pleasant community, the Office for Institutional Diversity is actively reaching out to the community by sending special invitations to business, government, and community organization leaders to encourage them to attend and/or participate in diversity unit sponsored events.

### **Funding for Student-led Diversity Programs**

**Charge: Review student access to information regarding obtaining financial support for events, report on the current levels of funding for diversity educational events, and consider how to ensure that every student group has equal opportunity to request event funding. Continue working with Student Government Association leadership to determine how SGA may help reach students regarding RSO-led diversity initiatives. Responsible Officer: Bruce Roscoe**

Student Access to Information: Student Government Association (SGA) and the Student Budget Allocation Committee (SBAC) which distributes funds to support programs offered by Registered Student Organizations (RSO) provide multiple information sessions regarding the funding process to all RSOs at the beginning of the academic year. In addition, the RSO registration system requires each organization president and treasurer to complete an online training program which includes information on the funding process.

Funding Levels: Diversity events are not broken down as educational or non-educational. An argument can be made that at CMU all events related to diversity programming are educational to some extent.

The SBAC funding for diversity educational events since 2001 – 2002 is presented below:

<u>Year</u>	<u>Number of Programs Funded / Requests</u>	<u>Total Amount</u>
2001 – 2002	20 of 22 (91%)	\$20,740
2002 – 2003	15 of 16 (94%)	\$44,173
2003 – 2004	13 of 15 (87%)	\$17,708
2004 – 2005	13 of 13 (100%)	\$39,740
2005 – 2006	12 of 15 (80%)	\$43,061
2006 – 2007	3 of 4 (75%)	\$ 9,412
2007 – 2008	9 of 9 (100%)	\$23,666
	85 of 94 (90%)	\$198,500

The most recent information is presented in blue.

AVERAGE SBAC allocation per year = \$28,357.

Student led diversity programs are also supplemented by diversity programming sponsored by the Academic Division and the Office for Institutional Diversity, which is housed in the Academic Division.

#### FINAL ASSESSMENT

Central Michigan University allocates and spends a considerable amount to sponsor diversity – related programs annually. The challenge is not to present more programs; the challenge is to have more students participate in the programs and take advantage of what is offered.

There is not an easy solution to this. The challenge to get students to take advantage of the opportunities available to them at CMU is pervasive across the university. This will continue to be explored.

December 2, 2007 Update: The Office of Student Life and the Student Government Association (SGA) inform Registered Student Organizations (RSO) at the start of each semester as to their eligibility to request funds from the Student Budget Allocation Committee (SBAC) if the RSO is in compliance with requirements set forth by SGA. A continuing challenge is to have student organizations to take advantage of the opportunities available to them. However, staff will continue to explore ways to make information more available to students.

The Diversity Committee, a standing committee of SGA, continues to play an active role in planning and programs.

There has been a sharp increase in participation of diversity programming, specifically programs sponsored by the Office for Institutional Diversity units. This increase is due to greater advanced notice of programs, greater advertising, and support from residence life. Also, more faculty have embedded student attendance to diversity programs in their courses. While student attendance remains a challenge, it is clear that diversity programming that is connected to the curriculum has the potential of educating many more students.

## **Diversity Education for Faculty**

**Charge: In consultation with Office of Institutional Diversity staff, prepare a course of action to include diversity education in new faculty orientation and plans for reaching current members of the faculty. Responsible Officer: Julia Wallace**

Although issues related to diversity are currently addressed in new faculty orientation in presentations on teaching strategies and CMU's Multicultural Education Center presents programming for faculty related to diversity, there has not been ongoing consistent communication with faculty regarding inclusion. Future actions to help remedy any lack of awareness, knowledge, or concern by faculty include, but are not limited to, the following initiatives:

- Beginning in fall 2007, the new faculty orientation program will contain more information and training about inclusion. At least two case studies will be presented to new faculty in a problem based learning session on the topic of minority student issues.
- To provide the appropriate training/programs for part-time faculty who may not attend department meetings, the affirmative action officer will schedule and present workshops for these faculty members. These meetings will be scheduled for times when these part-time faculty members would be able to attend. These faculty members would be strongly encouraged to attend.
- The provost will continue to speak publicly about the importance of civility and diversity.
- The provost will include the "Take 5 for Teaching" segment on *Teaching for Inclusion* in a Council of Deans meeting. Update 3/16/07: The Faculty Center for Innovative Teaching (FACIT) developed the 5-minute workshop on the topic of diversity and teaching for inclusion. An email was sent to all department chairs to make them aware of the availability of this workshop for departmental meetings.
- Each year, the provost will discuss the issue of diversity and the need for civility at the university with the Council of Chairs and ask for their participation on this issue.
- Deans will continue discussions with department chairs on this issue and ask for their participation.

December 2, 2007 Update: Events of the Fall 2007 semester demonstrate the need for more diversity education for CMU faculty, including both junior and senior scholars of all disciplines. Several discussions, research efforts, and orientation diversity topics were advanced this fall:

- Council of Deans discussed diversity issues at multiple meetings and were encouraged to continue their discussions with their DAC's, especially relating diversity to recruitment, retention, and student learning.
- Provost provided additional funding for the Racial/Ethnic Diversity research project for three years (07/08, 08/09, 09/10).
- New faculty orientation presentations included sessions on Anishinaabe Culture, diversity issues on race in the classroom, and students with disabilities. Throughout the orientation, sessions on building effective learning environments, diversity in learning was stressed.
- Seven diversity-specific honors classes are being offered, including HON 150 – a six credit course on racism.
- Diversity initiatives in FYE faculty development included:
  1. Recruitment of faculty as FYE 101 instructors especially knowledgeable in diversity and multiculturalism
  2. New FYE instructor Tool Kit manual for faculty that contains ideas for syllabus formation to include diversity
  3. Faculty Professional Development Workshops had a discussion group led by a faculty member on incorporating diversity in FYE 101 classes
  4. Faculty encouraged to use sections on diversity in the assigned textbooks

The AVP for diversity is working with Faculty Center for Innovative Teaching (FACIT) to develop a series of problem-based presentations that will be made to faculty groups.

The AVP for Institutional Diversity will collaborate with FACIT to plan a future Lily conference with the theme cultural competency.

January 13, 2009 Update: The AVP for Institutional Diversity and the Multicultural Education Center continues to work with Faculty Center for Innovative Teaching (FACIT) to develop web-based information along with diversity-related workshops and presentations designed for faculty, including both new and current faculty. The AVP for Institutional Diversity was also the keynote speaker for the opening plenary of the 2008 Lily conference.

### **Diversity Education for Staff**

**Charge: In consultation with Office of Institutional Diversity staff, develop proposals to strengthen immediate and ongoing diversity education in staff orientation and for staff generally. Convene an appropriate group to develop a program similar to the successful service excellence initiative. One of the outcomes needs to be clear direction for senior officers regarding their responsibilities and expectations to promote diversity, including ensuring that all members of their divisions receive training. Responsible Officers, Denise O'Neil Green, Maxine Kent**

All Staff Education - The following programs are proposed:

1. Continue the staff diversity orientation program currently provided monthly.

2. Develop plans to strengthen immediate and ongoing diversity education in staff orientation and for staff generally.

Phase I: Educational Sessions: "Awareness building" sessions will be presented across campus through open forums, staff meetings, etc. All staff will be expected to attend these at the direction of their supervisor and enforced by the appropriate senior officer. The major objective is to raise awareness of what the current situation is for minority individuals on this campus, increase community members' desire to want to make a difference and identify programs that would foster the development of skills necessary to make such a difference.

Phases II and III: Training programs which are more in-depth will be delivered to staff in two parts. Phase II will focus on skills needed to identify stereotypes and create a hospitable working environment. Phase III will provide the opportunity for participants to examine personal attitudes toward people from other groups and develop skills to address inappropriate comments and behavior.

#### Annual Staff Diversity Event

3. A group has been convened to develop a program similar to the successful service excellence initiative. Submit plan October 2007.
4. Set the direction for senior officers regarding their responsibilities and expectation to promote diversity, including ensuring that all members of their divisions receive training. Senior officers are expected to attend the educational sessions that are offered and to assure that all the employees in their area also attend. Human Resources will establish a group of "champions" from the senior officer group to support diversity initiatives community-wide.

President Rao has accepted these recommendations and requested implementation. Expectations for senior officers were discussed at a meeting of all senior officers on April 12.

December 2, 2007 Update: The following was accomplished Fall 2007:

#### **1. Diversity Orientation for New Staff**

- a. Diversity Orientation continues for all new staff on a monthly basis. The focus of the program is building a respectful community at CMU. Staff, faculty and student demographics are reviewed, and a presentation on using the Chippewa name with respect and appreciation is included. A diversity orientation committee will review the content of this program and make any recommendations for changes in December 2007.

#### **2. Diversity Survey for All Faculty and Staff**

- a. In August, Dr. Mary Senter, director of CARRS, and the diversity survey committee launched a comprehensive diversity climate study for all faculty and staff. The survey was developed to explore employees' perceptions of the climate for racial and ethnic diversity at CMU. E-mail invitations to complete the survey were mailed to CMU faculty and staff from the President's Office on August 20, followed by three additional reminders. This survey will establish a baseline from which to measure our improvement. With nearly 1,000 respondents, preliminary results show some significant differences in minority and non-minority experiences on campus. Final report will be presented in the Spring 2008.

### 3. Training and Events

#### a. Phase I Training (May through December 2007): *Synergy From Others* – Cultural Diversity On Campus

- i. Since May, at least 20 sessions of the *Synergy From Others* program were held across campus. To date, 85% of the over 1400 staff who were required to participate have done so. Letters are being sent the supervisors of those who did not attend, and additional make-up sessions will be held in December. All off-campus staff received an online, streaming web link in order to participate. Overall evaluations are very positive with scores with average scores of 4.6 on a 5.0 scale. Narrative feedback includes:
  - “I will speak up from now on – it’s my responsibility.”
  - “I will practice better behavior modes like diversity change agent, HEAT & STOP.”
  - “I will not be a co-signer.”
  - “I will continue to take more intentional steps on confronting offensive behavior and being an advocate for students.”
  - “You’ve created better awareness in me. I feel greater patience and a stronger ability to speak out...”
  - “I will examine my preconceptions and try to overcome my prejudices.”
  - “I was happy to find out I do most things right; but realized I was a ‘no voice’ previously in using some derogatory terms when speaking...”
- ii. Denise Green and Maxine Kent issued a letter to supervisors notifying them that their employees have not attended the mandatory diversity training for staff. Supervisors are expected to speak with their employees and alert them to the mandatory training and have them attend one of the three make-up sessions that will be offered December 2007. Supervisors of staff who do not participate in this diversity program will be expected to issue disciplinary letters to the employees who do not attend the mandatory training.

#### b. Phase II Training (September through November 2007): **Building Cultural**

**Competency** - Cultural competency refers to the awareness of cultural diversity, knowledge about various cultures and the skills to interact with people from different cultures.

- i. **N\*W\*C\*** - As a preview of their evening performance, on September 11, N\*W\*C\* held a Public Forum for faculty and staff to discuss issues of diversity. Cast members discussed topics such as the use of racial slurs, stereotyping, personal identity, and the concept of "race." Approximately 125 faculty, staff and students participated.
- ii. **Philip Milano** – On November 5, a Soup & Substance presentation by Philip Milano, founder of the yforum.com and author of "I Can't Believe You Asked That! The Ultimate Q&A about Race, Sex, Religion, and Other Terrifying Topics." His presentation focused on real-world diversity dialogue that can help find effective ways of communicating and appreciating people from cultures different from our own. Approximately 100 faculty, staff and students participated.
- iii. **Sonny Smart** – On November 8, Dr. Sonny Smart (Professor of Social Work at the University of Wisconsin) addressed an audience of approximately 25 people regarding creating a welcoming environment for Native American students. Dr. Smart, an Anishnaabe educator and Tribal Judge, was the keynote for Native American Heritage Month.

- iv. **Diversity Forum** - The 6<sup>th</sup> Annual Campus Diversity Forum – Making the Invisible Visible – was scheduled on November 27 & 28. The President’s Diversity Excellence Award was awarded to 8 recipients. Following the awards presentation was the evening forum. The forum included a panel presentation on cultural competency with Dr. Derald Wing Sue, Dr. Terence Joiner, and Dr. Joanne DeMark. The afternoon of November 27 a cultural competency session which focused on the African American population was held. The morning of November 28, an additional cultural competency presentation with a focus on gay, lesbian bisexual and transgender populations was held.
  - v. **Rachel Crandell** – On November 26, a Soup & Substance presentation by Rachel Crandall, Executive Director and Co-Founder of Transgender Michigan. Rachel shared information about what the term “transgender” means and how to be more inclusive with our language, and gave a brief look into her life. In addition, Rachel hosted a Student Leader Discussion, “Being Inclusive and Aware of Transgender Issues.”
- c. **UPCOMING - Phase III Training (January through December 2008): Ouch! That Stereotype Hurts - Skill Building for Results**
- i. **Ouch! That Stereotype Hurts** – The committee is currently developing a 2-hour Skill Building for Results program that will provide staff with hands-on practice in confronting issues of diversity. Participants will gain skills to speak up when demeaning comments are made. They will learn six practical, specific skills that can be immediately applied at CMU and will leave understanding the ladder of prejudice. Launch of this 2-hour program is scheduled for January 2008. *To date, the staff diversity training team has offered 21 sessions of the 2-hour Ouch workshop. Over 400 participants have learned how to speak up on behalf of inclusion and respect at CMU.*
  - d. *December 15, 2008 Update: The Synergy and Ouch programs are now available for online viewing at <http://www.hrs.cmich.edu/train/videos.htm>. In an ongoing partnership between HR and the Multicultural Education Center, several additional Ouch workshops will be held in Spring 2009 to further enhance staff education and awareness at Central Michigan University. See <http://www.hrs.cmich.edu/train/open-programs.html> for dates and times.*

#### 4. Diversity Champions

- a. Over 340 employees volunteered to be Diversity Champions. An email distribution list was formed to keep the champions informed as to our diversity events and programming. We generally defined a diversity champion as someone who:
  - i. Works to live in the role of diversity change agent as often as possible by using the HEAT and STOP models
  - ii. Will be informed regarding cultural and diversity related events on campus
  - iii. Promotes events to the best of their ability
  - iv. Will participate in a pilot of Phase III training in the Spring of 2008
- b. Ulana Klymyshyn will be responsible for coordination of and communication to the diversity champions. Further clarification of the role of the champions will be determined and an event for the senior officers who volunteered to be champions will be planned for Spring 2008.

## 5. Diversity Campaign

- a. The committee decided to launch the campaign entitled “Excellence through Inclusion” with three core diversity values: listen, understand, and appreciate.
- b. PR & Marketing developed a series of diversity posters with the tagline, “The only thing not welcome here is discrimination...listen, understand, appreciate.” The posters were unveiled at the Diversity Forum on November 27. The stories and quotes used in the campaign are based on experiences of individuals here at CMU.

**Charge: In consultation with Office of Institutional Diversity staff, review existing education programs and prepare a plan of action, including programming beyond or in addition to that currently provided to all residence life staff including Resident Assistants, Multicultural Advisors, and Residence Hall Directors. Responsible Officer, Residence Life Staff Education: John Fisher**

### 1. Assessment of existing education programs

Residence Life incorporates a variety of training programs to educate and develop professional and student staff. Diversity training has been utilized on a regular basis for new RHD training, returning/all RHD training, new RA/MA training and returning/all RA/MA training. A variety of local and national presenters and experts have been utilized to expose staff to diverse groups, concepts and community development strategies. Because many staff return for two or more years, different speakers and presentations generally are used for annual and on-going training. Regular training evaluations indicate most programs are very well received, with sessions periodically falling short of expectations. As Residence Life works with different generations of student staff, it is challenged to identify subject matter experts with a delivery style that students find engaging. The staff size, wide range of training needed, and limited time available present unique challenges to implementing effective training programs.

Residence hall staff provide a variety of programs and community building activities that focus on diversity. They utilize campus events as well as research topics to share with residents. A description of these has been provided. Residence Life through Educational Benchmarking, Inc. conducts an annual student satisfaction survey as part of its on-going assessment initiatives. Results of these have been provided.

The overall evaluation of Residence Life diversity education efforts is that they are effective.

### 2. Prepare a plan of action

Residence Life is dedicated to the ongoing education of staff as it works to fulfill its mission: *The Office of Residence Life is committed to providing residents a comfortable, educational, diverse, and caring community where academic success, personal growth, and social responsibility are valued.* Training programs for all levels of staff will continue to be evaluated for relevance and impact. Presenters and programs that are interactive and involve staff in the learning process will continue to be sought for diversity as well as other topics. Regular audits will take place to ensure the on-going implementation of appropriate and effective diversity training for staff. Residence Life will continue to utilize the benchmarking survey to measure and respond to student and staff satisfaction.

December 2, 2007 Update: We have continued to evaluate the training provided to residence life student and professional staff. We have gathered initial feedback in our annual student

satisfaction survey. The factor specifically examine is: *Learning Outcomes: Diverse Interactions*. Looking at the two largest ethnic groups: Black/African American and White/Caucasian, one can see the mean has risen from 6.04 to 6.20 for the Black/African American group and increased from 5.62 to 5.71 for the White/Caucasian group. Questions that lead to this result are, “To what degree have you: Interacted with residents who are different from you (i.e. race/ethnicity, beliefs, etc.)” and “To what degree have you: Benefited from interactions with residents who are different from you (i.e. race/ethnicity, beliefs, etc.)” These results to the residence hall climate and community fostered by residence life staff.

December 2008 Update: The Office of Residence Life continues to devote regular time and attention to training of professional and student staff on diversity issues. In addition to local and national speakers, we have also used peer education. RAs, MAs, and RHDs have lead sessions for their peers and incorporated learning units that staff could replicate in other residence hall settings. This has been very popular and provided a vehicle for staff to become educators and resources. In addition, we continue to use our annual Resident Satisfaction Survey through Educational Benchmarking, Inc. to assess how we are doing in all areas of student service. We look at how students of different ethnic groups experience CMU in our residence halls. The 2008 survey data is now available for analysis. For the Learning Outcomes: Diverse Interactions factor of the Fall 2008 Resident Satisfaction Survey (EBI), the mean rating dropped from previous years. The questions that make up this factor are, “To what degree have you: Interacted with residents who are different from you (i.e. race/ethnicity, beliefs, etc.)” and “To what degree have you: Benefited from interactions with residents who are different from you (i.e. race/ethnicity, beliefs, etc.)” For 2008, 2007, and 2006, Black/African American mean ratings on a 7-point likert scale are 5.84, 6.20, and 6.04. For White/Caucasian students, mean ratings are 5.39, 5.71, and 5.62. This is an area we need to examine more closely in the future.

## **Diversity Education for New Students**

**Charge: In consultation with Office of Institutional Diversity staff, assess current programs and propose appropriate changes in student orientation and Leadership Safari (i.e., skits, engaging activities, interactive discussions) to help educate students and encourage positive participation in meaningful diversity learning experiences. Responsible Officers, Student Orientation: Bruce Roscoe, Denise O’Neil Green; Responsible Officer, Leadership Safari: John Fisher**

### **New Student Orientation**

New Student Orientation provides essential information to incoming students and their families to successfully transition from high school to the university environment. New Student Orientation also provides the unique opportunity to articulate the centrality of diversity to the academic mission of the Central Michigan University and set the tone for incoming students and parents concerning the institution’s expectation that all members of the university community be treated with the requisite level of respect and civility.

One of three mandatory sessions during Campus and Community Life Orientation, *Through The Eyes of Jo* is designed to provide incoming students the opportunity to reflect on diversity related issues. The skits, performed by students, address questions concerning inter-group relations based on race/ethnicity, sexual orientation, nationality and disability. One of the skits focuses on appropriate respect for the Chippewa nickname. The reality that looks often times are deceiving and that we should not judge people based on their demeanor and behavior is the theme of the final skit. As the start of the program, students are greeted by representatives of the Saginaw Chippewa Tribe and

receive informational brochures on the programs and events sponsored by campus diversity offices and the Saginaw Chippewa Indian Tribe and the CMU Athletic nickname. Dr. Ulana Klymyshyn, Director, Multicultural Education Center provides direction and supervision to the participating students.

#### Assessment:

Program strengths of **“Through the Eyes of Jo”** are: (1) It is a student produced production. One advantage of this is that incoming students see CMU students who are passionate and engaged about diversity and related topics. Students who participate in the skits gain valuable personal development and educational opportunities. (2) The program uses a very broad based definition of diversity. The skits address issues related not only to race and ethnicity but sexual orientation, national origin, accent and ethnicity. Weaknesses of the program are: (1) The program may appear unfocused because it addresses a large number of different issues making it difficult for incoming students to make the connection between the skits and “diversity.” (2) The program lacks a component that addresses the educational importance of diversity and focuses only on inter-group relationships. (3) Unlike **“No Zebras, No Excuses,”** students do not seem to remember this part of orientation. (4) The program fails to provide information to students with respect campus diversity offices, student organizations, campus non-discrimination/diversity policies and procedures. (5) Given Dr. Klymyshyn’s less than full time status, students do not receive supervision and direction during the summer-clearly a key period for program development. (6) Incoming students are not provided an opportunity to assess/evaluate the program.

#### Recommendations for improvement:

In an effort to enhance the effectiveness of **“Through the Eyes of Jo”**, the scripts of the skits will be adapted so the students will incorporate information about the CMU non-discrimination policy, Office of Affirmative Action, Student Police Administrators Resource Committee (SPARC), Diversity Peer Advocates Program, Collective Action of Cultural Unity (CACU) and Office of Institutional Diversity. This information will provide incoming students vital information about how to respond to instances of intolerance/discrimination on and off campus and inform students about opportunities to learn more about campus diversity programs/issues. An additional component that connects diversity to academic excellence and the academic mission of CMU will be added. Dr. Ulana Klymyshyn, Director of Multicultural Education Center will meet with Sexual Assault Peer Advocate Program (SAPA) staff to discuss the success/structure of the SAPA’s No Zebra program. Starting this Fall, incoming students will be provided the opportunity to assess **“Through The Eyes of Jo.”**

December 2, 2007 Update: The diversity education component of the Campus and Community Life Orientation Program was revised significantly for Summer 2007. Although the new format experienced mixed success, Dr. Klymyshyn continues to examine ways to improve the diversity orientation component.

January 13, 2009 Update: The diversity education component of the Campus and Community Life Orientation Program was revised again with the assistance of students who were interested in performing a new script of *Through the Eyes of Jo*. Under the direction of Dr. Klymyshyn, drama students revised the script, added contemporary music, and brought to the stage a very powerful performance that can potentially serve as a foundation for future orientation performances and student diversity outreach events. Furthermore, with the development of a more flexible work schedule, Dr. Klymyshyn is now in the office during the summer months and is able to supervise the rehearsals, etc. prior to orientation in the fall.

## **Leadership Safari**

Leadership Safari is a guided experience created by Residences and Auxiliaries staff, students and volunteers to help residence hall students learn more about leadership and leadership opportunities at Central Michigan University. Especially helpful for new students, Safari provides an opportunity for them to learn how to be academically successful in college and how they can get involved in activities to develop leadership abilities in and outside the classroom. Although the program weaves diversity topics into the curriculum and activities, it is viewed more as a positive outcome of the conference that students benefit from interacting with people who are different from themselves.

Leadership Safari is framed around the CHARACTER COUNTS! Model. Major speakers and small group activities are selected to help participants understand and experience The Six Pillars of Character – trustworthiness, respect, responsibility, fairness, caring, and citizenship and their significance to effective leadership. Participants can examine themselves and learn what it really takes to be leaders of character.

Leadership Safari hosts almost 1500 new students and involves almost 200 upper-class students in leadership roles. The program exposes staff and students to a multitude of topics and international speakers. The program prepares students as responsible members of a diverse community and increases understanding of the global society in which we live.

Examples of diversity specific programs during the 2006 Leadership Safari include:

- ❖ The Earth's Population (if just 100 people populated the earth, what their diversity would look like)
- ❖ In Touch With Your Cultural Identity
- ❖ Learning Diversity (learning their own level of comfort)
- ❖ 7 Skills of Cultural Awareness
- ❖ Kirk Nugent "The People's Poet"
- ❖ Tammy Carr (spoken word artist)
- ❖ Joe Martin author of "Tricks of the Grade: Street-smart Strategies for Students"

Assessment:

Participants in Leadership Safari have continually shown higher first term college grade point averages when compared with all CMU freshmen students. Persistence rates also were higher for Leadership Safari participants when compared with other CMU entering freshmen. Two- and three-year persistence rates continued to be higher for Safari participants than the persistence rates of other CMU freshmen students.

In addition, according to the fall 2006 Educational Benchmarking Inc. survey, when asked to respond to the statement: "I have learned a lot at CMU from people with backgrounds different from my own", students who took part in Leadership Safari responded in agreement at 75.6%. Non-Safari students responded in agreement at 66%.

Although these data have not been analyzed by ethnic group membership, there is no reason to believe there are differences related to participants' ethnicity.

The Office of Residence Life staff feels very strongly that Leadership Safari directly supports CMU 2010: The Vision Plan, in each of the Institutional Priorities. In particular, Safari provides educational

experiences and programs that enhance diversity and global perspectives (II) as shown in the examples above. Safari assists students in their first community service project and acquaints them with the workings of the Volunteer Center and is aligned with the Vision 2010 priority of providing service for the public good (IV). Leadership Safari also strengthens the institution's culture of integrity (V) by utilizing CHARACTER COUNTS as well as numerous activities and speakers that show the importance of integrity in the student's personal and academic life as well as the life of the institution.

Evaluation: Highly Effective

Recommendations for improvement:

Safari is committed to continuous improvement. Staff will continue to utilize 360° feedback in the effort to provide a valuable learning experience for students – i.e., speakers complete evaluations of their experience and thoughts on the audience, staff complete evaluations of training and the conference experience, and participants complete both pre and post tests related to ethics as well as a conference evaluation and guide evaluation.

Although the Safari program proves to be very successful for the people who choose to participate, it is not the recommendation of the Office of Residence Life to change this to a required program. In addition to the obvious need for larger facilities, more student and professional staff, as well as more financial resources, if this program were required, it would also take away from the main goal of providing a guided experience for leaders and for people who choose to improve their leadership abilities. It is our belief that not all students want to be, nor should be, leaders. A large percentage of our first year students prefer to be a part of the residence hall community as a participant and not as a leader.

The Leadership Safari program is a successful program. The important messages of inclusion and respect will be more effective if they are infused further into the entire CMU experience in addition to this 5 day program. With that in mind, the following steps might be considered as follow-ups to the Leadership Safari program:

- ❖ Expand the diversity programming during Campus and Community Life Orientation to include more discussion of civility, inclusion and respect. The session titled “Through the Eyes of Jo” does a good job beginning to address these topics but perhaps an additional program or experience could be added.
- ❖ One or more of the Safari speakers could be utilized during the academic year for the entire campus community and in that way entice Safari participants to see the speaker again, as well as draw non Safari participants to hear the speaker for the first time.
- ❖ Safari topics or interactive learning opportunities could also be intentionally included in many of the courses typically taken by first year students. Psych 100 and English 101 as well as the FYE 101 courses could be infused with many of these topics and activities. SDA 101 could require each student to present a speech on a topic such as: “My Cultural Awareness”, “The Diversity of Our World” or “Historical Contradictions” which are topics introduced in Safari. The Organization Committee working with the Foundations of Excellence study has suggested a similar proposal including many specific topics be introduced in these types of courses so all first year students are receiving the same information at the very beginning of their college career.
- ❖ CMU could require a diversity competency during the first semester that students can complete in Blackboard.

- ❖ Orientation II could be revitalized in a new and dynamic way, incorporating diversity concepts that are a follow-up from Safari and Campus and Community Life Orientation, in addition to the valuable advising piece that students need.

December 2, 2007 Update: The program and focus of Safari 2007 was very similar to that of 2006 with only a couple different speakers. A few changes are on the horizon for Safari 2008. The staff recruitment effort includes marketing to a more diverse candidate pool than in previous years. The recruitment effort will be widened to make sure that diverse groups beyond those who are culturally diverse will be encouraged to apply for positions. Additional training activities are being developed for use with the safari staff to foster enhanced discussion about diversity and inclusion. This may result in a student program that differs from prior years in framework and flow.

December 2008 Update: Leadership Safari continues to draw a large number of participants. Due to space, budget, staffing, and other resource limitations, Safari is not in a position to grow much larger. Regardless, from studies done by Institutional Research, participants in Leadership Safari have continually shown higher first term college grade point averages when compared with all CMU freshmen students. Persistence rates also were higher for Leadership Safari participants when compared with other CMU entering freshmen. Two- and three-year persistence rates continued to be higher for Safari participants than the persistence rates of other CMU freshmen students.

In addition, according to the Fall 2008 Educational Benchmarking Inc. survey, when asked to respond to the statement: “I have learned a lot at CMU from people with backgrounds different from my own”, students who took part in Leadership Safari responded in agreement at 67.9%. Non-Safari students responded in agreement at 61%. While a positive difference can be seen between Safari and Non-Safari students, both of these percentages are down from 2006 survey data of 75.6% and 66%, respectively. The core content and focus of Leadership Safari did not change significantly from prior years. Diversity-related components for the 2008 program included:

- The Listening Project Documentary
- The Earth’s Population (if just 100 people populated the earth, what their diversity would look like)
- In Touch With Your Cultural Identity
- Learning Diversity (learning their own level of comfort)
- 7 Skills of Cultural Awareness
- Kirk Nugent “The People’s Poet”
- Mayda del Valle (spoken word artist)
- Frank Kitchen & Rodger Campbell, Choice session facilitators for Leadership Styles called “Bad, Bad Apples”
- Matt Glowacki, Choice session facilitator: “Diversity According to South Park and Family Guy”

Leadership Safari added a graduate assistant position fall 2008. While additional efforts to recruit a broader applicant pool resulted in a slight increase in the number of Leadership Safari Guide applications from students of color for 2008, the graduate assistant will be able to make sure that these efforts continue.

## **Diversity Education for Existing Students**

**Charge: In consultation with Office of Institutional Diversity staff, formulate a plan to increase the number of programs and discussions regarding diversity throughout the academic year, to better communicate and market these programs, and to increase attendance. Responsible Officers: Denise O’Neil Green, Bruce Roscoe**

There are at least three ways through which diversity education for existing students can be enhanced: (1) employment training, (2) participation in co-curricular activities and (3) curricular.

Employment training: Examine ways to embed diversity training into student employment training. Develop plans to infuse diversity education into orientation for new and current CMU student employees. Similar to the model implemented for CMU staff diversity training, this training model will focus on building awareness. All student staff will be expected to attend; otherwise they will not be eligible for student employment at CMU. The major objective is to raise awareness regarding diverse groups at CMU in specific employment settings and to increase the students’ cultural competency levels. Topics, such as campus climate, diversity statistics, stereotypes, personal attitudes, hate symbols/intimidation, and campus diversity resources (i.e. affirmative action) will be covered. [Ideas for student employment training remain under review.](#)

Participation in Co-curricular: As indicated earlier, Central Michigan University allocates and spends a considerable amount to sponsor diversity – related programs annually. The challenge is not to present more programs but to increase participation among all students. With greater advanced notification of dates and times of diversity programs, coupled with support from residence life, instructors, student supervisors, and other program directors (i.e. Honors, McNair, Leadership) there is the potential for greater participation from students. Ways of increasing participation through these cooperative approaches will be examined and developed Spring 2008. [The cultural programming assistant director of Minority Student Services’ position will be dedicated to developing and examining the effectiveness of collaborative co-curricular approaches.](#)

Curricular: A proposal for institutionalizing a cultural competency certification is being developed by the Multicultural and Diversity Education Council (MDEC). The aim of this certification program is to provide students with an opportunity to earn a cultural competency credential and show evidence to future employers, as well as graduate and professional programs, that the CMU student has a sufficient level of awareness, knowledge, and skills with respect to working in diverse, pluralistic, and global settings. Courses approved for the cultural competency certification will have attendance to diversity programs embedded in the coursework. [This proposal was developed Spring 2008 and revised fall 2008. The academic senate approved the revised cultural competency recognition program proposal November 18, 2008. MDEC hopes to launch this program fall 2009.](#)

## **Academic Support Services**

**Charge: Evaluate academic advising efforts for all students and how they may be improved  
Responsible Officer, Academic Advising: Bruce Roscoe**

**Charge: Assess the effectiveness of the Supplemental Instruction Program and the ACE program. Propose recommendations for changes. Responsible Officer: Denise O’Neil Green**

A review was conducted of all academic advising services required of undergraduate students (e.g., academic orientation; completing an authorization for major and minor areas of study; degree audit for graduation), and those available to students (e.g., services provided by General Academic Advisors; services delivered through academic colleges, residential colleges, Honors and Leadership

programs; pre-professional advising; MAJOR Night; Transfer Transitions; and Undergraduate Academic Services.)

The overall assessment was that academic advising services are designed appropriately and all phases can be enhanced by an increased use of technology to track the academic progress of students and their meetings with various advisors. Additional advising staff is warranted in some areas. All students, including international students and those who are members of ethnic minority groups, would benefit from greater use of available advising services. Strategies should be identified to more directly and deliberately connect students to the appropriate resources. Faculty and staff across the university can be involved in this effort.

Suggestions for improvement include:

- Insure spaces are available in key courses (e.g., competency and basic popular University Program courses.)
- Use technology to track students' academic progress.
- Provide more general academic advisors.
- Increase advising provided through the residential colleges / programs.
- Increase advising provided to students participating in the Multicultural Advancement and Lloyd Cofer Scholars College.
- Provide training for faculty regarding degree requirements and academic advising.
- Include in departmental bylaws statements which recognize academic advising as a valued faculty service.
- Connect students more strongly to faculty in their programs of choice.
- Advocate / support the creation of an automated degree audit system.
- Require academic advising for undergraduate students who have not signed a major or an intent to major form.

December 2, 2007 Update: The following academic support efforts were addressed this Fall 2007:

The Office of Academic Advising and Assistance hired one additional temporary staff person to provide academic advising services to students.

The Office of Career Services hired one additional temporary staff person to provide career exploration services to students.

The university's Academic Suspension Policy currently is being reviewed to determine whether a recommendation should be made to the Academic Senate to change the policy so students are allowed to enroll for two semesters (instead of one) before being dismissed for low performance.

December 19, 2008 Update: The office of the dean of students continues to soft-fund one position in Academic Advising and Assistance to provide academic advising services to students. The office of the dean of students also continues to soft-fund one position in Career Services to provide career exploration to students. Both of these positions have increased service delivery to students who are members of ethnic minority groups.

## **Student Recruitment**

**Charge: In consultation with the Office of Institutional Diversity staff, assess the success of strategies currently used to recruit a diverse student body. Make recommendations to increase**

**diversity that are consistent with the new constitutional language that bans preferences.  
Responsible Officer: Bruce Roscoe**

The below listed strategies were assessed:

- Scholarships - Effective
- College Day / Night Program and School Visits – Very effective
- Educational Workshops – Very effective
- On-Site Scholarship Competition – Questionable effectiveness
- On-Site Admissions – Very effective
- On-Campus Visits – Very effective
- Wade McCree Incentive Scholarship Program – Limited effectiveness
- King/Chavez/Parks (KCP) Initiative – Effective; future is uncertain
- Information Requests - Effective
- Current CMU Students’ Recruitment Activities – Very effective; need to increase
- GEAR UP / College Day – Need data to determine effectiveness
- Upward Bound Program – Limited effectiveness
- ACE (Academic and Career Empowerment) – Effective
- **SI (Supplemental Instruction) – Effective**
- North American Indigenous Summer Enrichment Camp (NAISEC) - Effective

Recommended strategies to increase diversity are consistent with the new constitutional language that bans preferences.

Over the years there has been a consistent increase in the number and percentage of students who are members of underrepresented groups enrolled at CMU. Current recruitment strategies allow us to make slight progress in our efforts to recruit larger numbers. In order to make significant progress in enrolling a diverse student body on the Mt. Pleasant campus, CMU must consider additional and often costly strategies. President Rao has accepted these recommended strategies in concept and requests that the strategies be prioritized by the Academic Division. The Provost and Dean of Students will assign responsibility for implementation and submitting proposals to UBAC if they contain budgetary implications.

- Enhance financial aid leveraging for students who have the greatest financial need (i.e., provide these students with more CMU grant money.)
- Begin to match “bottom line” costs of key competitors for students with high need.
- Encourage students more aggressively to file early.
- Increase the number of faculty and staff who are members of underrepresented groups; institute greater accountability when positions are filled.
- Expand programs to bring prospective students to campus for visits.
- Develop and distribute new promotional materials.
- Partner aggressively with and recruit students from CMU Charter Schools.
- Offer more summer programs to bring middle and high school students to campus.
- Revisit a formal advertising plan.
- Utilize non-print promotional materials.
- Increase faculty, staff and alumni involvement in recruitment.
- Place an Assistant Director of Admissions in the Saginaw – Flint area.

December 2, 2007 Update: Student recruitment efforts were the following:

**Enhance Financial Aid Leveraging:** An analysis of the university's financial aid leveraging practices was performed by Noel-Levitz and recommendations are being considered for Fall 2008 and Fall 2009.

**Campus Visits:** Funding has been provided to pay for more buses to bring to campus students who are enrolled at schools which have high numbers of students who receive free or reduced lunch costs. Admissions is also offering on-campus information/acquaintance programs for high school counselors, funded campus visits, and/or luncheons in their local area.

**Partner aggressively with and recruit students from CMU Charter Schools:** Admissions is beginning to work more closely with CMU-chartered schools by increasing the visits made to these schools, and by encouraging the students at these schools to visit and consider enrolling at CMU. The Office for Institutional Diversity, GEAR UP, and Upward Bound are examining ways to collaborate with CMU Charter Schools, specifically those in Detroit and Flint, areas in which the Office has a strong presence, in order to strengthen the connection between Charter School students and CMU.

**Develop and distribute new promotional materials:** The Office for Institutional Diversity updated its brochure for the 2007-2008 academic year. Admissions will distribute the brochure to prospective and admitted students. For admitted student, the brochure will accompany a letter from the AVP for Institutional Diversity. Other strategies are in discussion with faculty, staff, and the Office of Public Relations and Marketing.

**Offer more summer programs to bring middle and high school students to campus:** The GEAR UP/COLLEGE DAY program is exploring ways to increase exposure of CMU to middle and high school students. One option that is being examined is the feasibility of developing and offering summer programs to GEAR UP students affiliated with Michigan higher education institutions that do not have a summer component.

**Increase faculty, staff and alumni involvement in recruitment:** The Office for Institutional Diversity has started to explore ways to work with presidents of both the Latino and the African American Alumni Constituent Chapters to improve both recruitment and retention.

December 12, 2009 Update –

**Enhance Financial Aid Leveraging:** Noel-Levitz analyzed the university's financial aid leveraging practices. Changes have been made to scholarships to broaden their appeal to students. When "stacked" with existing scholarships awarded to students who have demonstrated a commitment to multicultural issues they can positively impact enrollment in Fall 2009 enrollment.

Provost Wallace initiated a review of the summer camps offered by CMU. A recommendation has been made to offer mathematic programs for middle and senior high school students beginning in Summer 2009. These might expose more students to the university before making application and enrollment decisions. If additional programs are scheduled, deliberate efforts will be made to communicate this to charter schools and programs based in the Flint and Detroit areas which serve students from ethnic minority groups.

The university's commitment to access and its concern about the uncertain economy have led President Rao to charge Finance and Administrative Services and the Office of the Dean of Students

to explore new strategies to assist students in financing their education. These efforts are not specific to promoting diversity, however students who are members of ethnic minority groups might benefit from these.

## Student Retention

**Charge:** In consultation with Office of Institutional Diversity staff, assess strategies currently used to support student retention. Make recommendations to increase the retention of a diverse student body that are consistent with the new constitutional language that bans preferences. **Responsible Officer:** Bruce Roscoe

The below listed strategies were assessed:

- Academic, and Campus and Community Life Orientation
- College Student Inventory
- Residential Colleges
- Honors Program
  - Centralis* Scholarship Program
- Multicultural Advancement and Lloyd Cofer Scholars Residential College
- Leadership Development
  - Leader Advancement Scholars
  - Leadership Camp
  - Leadership Safari
- Student Success Centers
- Residence Life Programming
- Courses Designed to Support Freshman Success
  - CDE 101; FYE 101, LIB 197, EHS 102, 103 and 104
- Student organizations / programs targeted toward freshman involvement
- Academic Advising
- Academic Assistance
  - Tutorial Assistance
  - Writing Center
  - Math Assistance Center
- ACE (Academic and Career Empowerment)
- SI (Supplemental Instruction)
- Top Half (Total Outreach Program, Helping Achieve Lasting Futures)
- Required Signed Major by Completion of 56 Credit Hours

The overall assessment was that the range of services provided to students is adequate; some could be expanded with additional staff and dollars. One key is to make sure all staff and faculty are aware of the services available to students and to purposefully connect students to these services when they will be most beneficial.

A major challenge to the university is to motivate students to use the services available to them. More important than expanding or creating new services is to have more students use the existing services when they are needed.

Recommended steps:

- Place information describing services and programs on CMU web sites.
- Increase staff / faculty awareness of services.
- Enhance efforts to identify students at-risk of not succeeding.
- Enhance College Student Inventory follow-up.
- Enhance follow-through on services delivered to students.
- Increase use of e-mail / electronic reminders to students regarding key dates.
- Publicize the services provided by the Affirmative Action Office.
- Explore with student focus groups what can be done to get students to take advantage of the available services.

President Rao has accepted the above recommendations and requested implementation.

Recommendations to increase the retention of a diverse student body that are consistent with the new constitutional language that bans preferences.

Timely and purposeful action by staff to connect international students and students who are members of ethnic minority groups to all retention strategies will result in an increase in their retention.

The following new strategies will increase the retention of all students. President Rao requests that the academic division prioritize these new strategies and consider them for submittal to UBAC if there are budgetary implications.

- Establish a Student Retention Office.
- Place students more appropriately into entry level courses.
- Implement earlier assessment of “at risk” students.
- Enhance / expand academic advising.
- Enhance delivery of career services.
- Increase academic / learning support (i.e., tutoring.)
- Schedule the appropriate number of sections in defined academic success courses, competency courses, 100 – level University Program courses, and introductory Major courses.
- Create an “on-line” Student Success Center and expand Academic Orientation.
- Develop marketing pieces to promote first year student services.
- Increase communications with parents.
- Evaluate freshmen year curriculum with a goal of developing an intentional outcome and plan for all first year students.
- Offer appropriate courses and sections of courses at the upper level (i.e., manage the supply and demand for courses.)
- Increase the number of residential colleges / learning communities / theme-based halls (e.g., Humanities, Communications, and Pre-Majors.)
- Involve faculty in Residence Life programs (e.g., “House Calls Program.”)
- Develop and offer an FYE course for transfer students.
- Expand Campus and Community Life Orientation for transfer students.
- Offer a “transfer student academic support course” during the Spring semester for students who are placed on academic probation or suspension.
- Develop retention strategies targeted uniquely toward second year students.

December 2, 2007 Update: Student retention efforts for Fall 2007 have included or will include the following:

- The Math Placement strategy used with entering students was revised to more accurately recommend students to mathematics courses in which they are likely to be successful.
- More students completed the College Student Inventory which is used to identify students at risk of not succeeding and directing them to appropriate support services.
- More academic advising sessions are being held because of the additional temporary staff.
- More career exploration sessions are being held because of the additional temporary staff.
- The budget for academic tutoring has been increased with soft-funding by approximately \$13,000.
- In December 2007 the Board of Trustees will review a proposal to generate funds to support the establishment of a Student Retention Office.

December 19, 2008 Update: A number of recommendations have been implemented. These are intended to benefit all students including those who are members of ethnic minority groups.

- More information on support services has been placed on CMU web sites.
- A pilot program through the English Department has been initiated to identify students who might be academically at risk based on their performance in ENG 101.
- A Freshman Year Advisor has been placed in a residence hall to interact regularly with students and connect them to support services.
- The university established a Student Retention Office in August 2008.
- The Student Retention Office will develop and implement strategies to communicate more effectively with parents.
- The Office of Residence Life is increasing the number of theme-based halls in Fall 2009.
- The Math Assistance Center is exploring strategies to deliver assistance to students online in addition to face-to-face interactions.

### **Strategic Plan for Achieving Diversity**

**Charge: Recommend appropriate and inclusive membership for committee to review the Strategic Plan for Achieving Diversity. Gather information from as many sources as possible regarding specific ways in which the university can improve upon current services to expand diversity by legal means. Identify an achievable set of priorities on which the university can begin to act. Recommend roles of various leaders on campus, including some or all of those mentioned herein. Please include recommendations designed to address needs related to climate and retention in addition to other important aspects of achieving diversity at CMU. Responsible Officer: Denise O'Neil Green**

Review of the Strategic Plan for Achieving Diversity (SPAD): Denise Green has enlisted the assistance of several standing committees to review and provide feedback for the SPAD, including (1) the Diversity Campus Climate Committee,(2) the President's Council on Affirmative Action and Campus Equity, (3) the Institutional Strategic Planning Subcommittee for Priority II, Diversity and Global Perspectives, and (4) the Multicultural and Diversity Education Committee of the Academic Senate. To facilitate sharing of documents and pertinent information a CMU Diversity Strategic Plan (DSP) blackboard site was set up. The DSP – Blackboard site serves as the primary communication tool for all four groups to utilize as the AVP for Institutional Diversity embarks on revitalizing the SPAD document for 2007-2008. Under the Course Materials section of Blackboard, committee members have access to excel files of the current strategic plan for achieving diversity, the final April report of the SPAD review committee, the April 2007 diversity charges update, and links to both the President's Proposal 2 and Diversity Charges websites. Each of the committees has been assigned specific goals to address as follows:

Diversity Campus Climate – Goals 1 & 2

Equity Council – Goals 3 & 4

Priority II Members – Goals 5 & 6

Multicultural and Diversity Education Committee - Goal 6

Identify Achievable Set of Priorities: In Spring 2007 a 12-member committee that was charged with reviewing the strategic plan for diversity and making recommendations emphasized in its report four critical areas that need to be addressed when revising the plan. The four areas are (1) priority level, (2) funding, (3) assessment, and (4) accountability. These four areas serve as the foundational rubric to guide the process of revising the SPAD. In meetings scheduled for early December 2007 and January 2008, the committees will share with the AVP for Institutional Diversity their perspectives and impressions of (1) diversity priorities ranging from high to low, (2) levels of funding required for various priorities, (3) measures and metrics needed to assess priorities, and (4) officers and specific individuals identified as the best person/s responsible for achieving specific priorities. In addition to the committees named above, the AVP for Institutional Diversity presented the current strategic plan to the Council of Deans. One of the issues raised was the utility of the SPAD in its present form and its limited ability to reach multiple audiences. Lessons learned from developing CMU 2010 were also shared. Members of the Council of Deans were asked to submit feedback on the SPAD to the AVP for Institutional Diversity before December 21.

SPAD Dissemination and Implementation: The AVP for Institutional Diversity will consult multiple sources, i.e. committee feedback, retention reports, CMU campus climate studies for both students and faculty/staff, and will continue on-going conversations with diversity unit staff and other campus leaders. A revised draft of the SPAD will be developed with a special emphasis on climate and retention outcomes. In January 2008, a revised draft of the SPAD will be dissemination to the campus community for input. A specific email address will be set up for receiving feedback from the campus community. Meetings that focus on climate and retention concerns (i.e, open forums, focus groups) will be held with various campus groups between January and mid-March. The SPAD draft will be revised, finalized, and disseminated throughout the campus community. The SPAD will be updated semi-annually and posted on the Office for Institutional Diversity website. The final draft will be accessible from multiple campus websites, including the President's Office, Provost Office, Dean of Students, Graduate Studies, Human Resources, Academic Senate, etc. Implementation of the SPAD will then be launched by convening all diversity related units to facilitate communication, cooperation, and collaboration.

To keep the university community apprised of the progress being made, the Strategic Pan for Achieving Diversity will specify that updates are to be presented to the president each October and

February. These will be shared with the university community in a timely manner after being reviewed by the president.

To adhere to the integrity of the budget process at CMU, any matter with a budgetary implication will be reviewed, as are all matters with budgetary implications, by the University Budget Advisory Committee, of which the AVP for Institutional Diversity is a voting member as of Fall 2007. The proposing senior officer is responsible for submitting prioritized requests in subsequent UBAC funding cycles. Current funding available within the responsible office or through a redistribution of funds within a budget unit will also need to be considered.

December 19, 2009 Update: In 2001, the first strategic diversity plan was launched. Since that time, the campus has experienced successes as well as challenges. Seven years later, CMU has a revised plan that is integral to its institutional mission and goals. The *2008 Strategic Plan for Advancing Diversity: Blueprint for the 21st Century and Beyond* has been shaped by conversations and input from multiple committees and campus groups. While it builds on the original 2001 plan, the revised plan also builds on the CMU 2010 Vision Plan and efforts that grew out of the President's 22 Diversity Charges issued in December 2006. The plan is housed on the CMU We Value Diversity web page. [http://www.cmich.edu/We\\_Value\\_Diversity/Strategic\\_Plan\\_Overview.htm](http://www.cmich.edu/We_Value_Diversity/Strategic_Plan_Overview.htm). The SPAD plan includes specific priorities and concrete strategies for implementation and it serves as a guide to assist the university in focusing on the priorities and strategies for developing and implementing diversity initiatives.

Implementation of the university's revised diversity plan began fall 2008 with convening an implementation committee in September. The implementation committee is comprised of members from both the Diversity Campus Climate Committee (DCCC) and the Affirmative Action and Equity Council. The implementation committee has formed five subcommittees, one for each diversity priority area: (1) climate – foster a welcoming and inclusive campus environment; (2) workforce – recruit, hire, retain, and promote faculty and staff who will enhance diversity in all areas and levels of the university; (3) student body – recruit and retain students from a diversity of backgrounds; (4) curriculum – infuse diversity into the curriculum and promote teaching strategies that encourage student involvement and facilitate respect of diverse perspectives; and (5) organizational structure – support the administrative and organizational structure needed to coordinate and monitor campus climate progress. To supplement the full document, one-page diversity plan overview and postcard handouts were also developed for dissemination.

Each subcommittee has five core tasks: (1) to define measurable goals for that priority or key performance indicators (KPIs); (2) to determine assessment measures with the assistance of institutional research; (3) to determine a timeline for each goal; (4) to determine the amount of resources needed for the initiatives outlined in the plan; and (5) to determine the appropriate offices that should lead the effort. The implementation committee will have the five core tasks completed by Summer 2009. Upon completion of these tasks, members of the committee will work with the Office for Institutional Diversity to communicate the plan's goals, strategies, and KPIs to the broader campus community.

Last updated: February 12, 2008  
Final update: January 13, 2009