

**Strategic Plan For Advancing Diversity:
Blueprint for the 21st Century and
Beyond**

**Central Michigan University
Office for Institutional Diversity**

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To the University Community:

A more diverse learning and living environment for students, faculty, and staff at Central Michigan University is one of our most important priorities. Passage of the Michigan Civil Rights Initiative in November 2006 has not changed CMU's commitment to strongly and actively embrace and expand diversity while honoring Michigan law. The university has an obligation to prepare students for an increasingly diverse marketplace and to treat all people with respect.

Central Michigan University conscientiously strives to enhance diversity in its community and to encourage opportunities to bring different perspectives and backgrounds to the institution. This enriches the learning environment and provides students with experiences that will better enable them to succeed in diverse environments after graduation. Everyone's assistance is needed to enable CMU to achieve its goal of providing a healthy and strong learning and working environment for all.

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*, led by Dr. Denise O'Neil Green, CMU's chief diversity officer, 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.

This plan includes specific priorities and concrete strategies for implementation. CMU's vision is to become a diverse community of students, faculty, and staff joined in the common pursuit of learning and scholarly activity. The challenge is to institutionalize a university environment that reflects and embraces diversity of the 21st century in order to experience the benefits of diversity. This strategic plan will serve as a guide to assist the university in focusing on the priorities and strategies for developing and implementing diversity initiatives.

A number of initiatives have already been launched, which include: monitoring campus climate for diverse campus populations, providing diversity education and training for all staff, providing pre-college enrichment programs for first generation college students, and examining efforts to infuse cultural competency into the curriculum.

Central Michigan University must be an academic community where each person is valued and respected. Successful implementation of the *2008 Strategic Plan for Advancing Diversity: Blueprint for the 21st Century and Beyond* rests with each of us. Throughout the coming months and years you will have opportunities to be involved in programs and initiatives regarding the importance of diversity. We ask each of you to personally commit to making CMU become a university that reflects the diversity which characterizes our nation and the globe.

Michael Rao
President

Julia Wallace
Provost and Vice President for Academic Affairs

INTRODUCTION

Implementation of a diversity agenda is a critical dimension of Central Michigan University's pursuit of excellence and preeminence. Just as our community and workforce are changing, so are our students, faculty, staff, senior officers, and stakeholders. To become the institution of choice, CMU must respond with a diversity agenda that is proactive and aggressive. Diversity is not about meeting government mandates; it is about recognizing that an institutional culture of empowerment and inclusion has a positive impact on institutional performance and student learning.

For CMU's agenda to be successful, the university must have leaders who understand and are committed to diversity. These individuals must be accountable for increasing and supporting diversity as an institutional priority and be willing to implement the processes and exhibit the behaviors necessary for attaining both short- and long-term diversity goals. They must realize that multiculturalism involves continuous experimentation, assessment, and innovation, some of which require risks. It is only through this type of transformation that institutional gains in the diversity agenda can be made.

Making diversity work on campus requires the collaborative effort of individuals throughout the university and Mount Pleasant community. The Office for Institutional Diversity serves a leading role in promoting and fostering an institutional culture that values and supports diversity. The office's services and programs aim to instill an appreciation for what pluralism can contribute to the university community. Institutional Diversity collaborates with colleges and offices across campus to strengthen existing activities and initiate new programs that facilitate meeting CMU's diversity goals.

Definition of Diversity

For the purposes of this strategic plan, diversity is defined as:

- The range of differences among people, especially in the characteristics covered by CMU's Affirmative Action Protocol¹
- An attitude that recognizes the value and contributions of all members of our community, and
- A commitment to respect and provide equitable treatment for all members of our community, especially those from historically underrepresented groups, women, gays and lesbians, individuals with disabilities, and internationals.

1 These characteristics are listed in CMU's affirmative action statement: "CMU, an AA/EO institution, strongly and actively strives to increase diversity and provide equal opportunity within its community. CMU does not discriminate in employment against persons based on age, color, disability, gender, familial status, height, marital status, national origin, political persuasion, race, religion, sexual orientation, veteran status, or weight (see <http://www.cmich.edu/aeo/>)."

DIVERSITY AND CMU TODAY

Central Michigan University's Mission Statement and Diversity

On September 12, 2002, the mission statement was adopted by Central Michigan University's Board of Trustees. CMU's mission statement provides the basis for a strategic, university-wide plan for achieving diversity. The institutional mission states:

Central Michigan University serves Michigan and the larger community as a doctoral/research intensive public university focused on excellent teaching and student-focused learning. The University is committed to providing a broad range of undergraduate and graduate programs and services to prepare its students for varied roles as responsible citizens and leaders in a democratic and diverse society. Its programs encourage intellectual and moral growth, prepare students for meaningful careers and professions, instill the values of lifelong learning, and encourage civic responsibility, public service and understanding among social groups in a global society.

The university emphasizes an undergraduate program that maintains a balance between general education and specialization. In addition to educational depth in at least one academic discipline or professional field, the university provides educational experiences in the arts, humanities, natural and social sciences, global cultures, and issues of race and diversity. The university offers selected high quality graduate programs in traditional disciplines and professional fields. Through its College of Extended Learning, the university provides access to higher education programs and lifelong learning opportunities both nationally and internationally through a variety of innovative instructional methods and schedules designed to meet the demands of adult populations.

Central Michigan University encourages research, scholarship and creative activity and promotes the scholarly pursuit and dissemination of new knowledge, artistic production and applied research. Through its support of research, the university enhances the learning opportunities of both its undergraduate and graduate students and promotes economic, cultural and social development.

The university's sense of community is reflected through governance structures that allow broad based participation, opportunities for close student-faculty interaction, and a rich array of residential and campus-based co-curricular activities. Through its partnerships and outreach efforts, the university promotes learning outside of the traditional classroom and enhances the general welfare of society.

In particular, five goals or actions articulated in the mission statement directly address the importance of diversity at Central Michigan University:

1. Encourage the practice of values pertaining to professionalism, character and citizenship, including concern for the welfare of humanity, dedication to public service and awareness of the social issues confronting a diverse global society.
2. Provide support services and a physical environment that foster student success.
3. Offer co-curricular activities that enhance intellectual, cultural, social, ethical, physical and emotional development and participation of students in Division I-A athletics.

4. Create and nurture an environment that attracts and retains students, faculty and staff who embody and promote cultural, racial and global diversity.
5. Provide educational experiences and programs to enhance mutual trust, respect, understanding and sense of community with people from all backgrounds and cultures and to ensure an international and global perspective.

The mission statement and five of the twelve goals clearly position diversity as an institutional value that is integral to students' learning experiences, the institution's workforce, research, scholarship, and creativity. While the mission statement validates diversity as a core value, making diversity work is much more difficult to accomplish. To make diversity work on CMU's campus there are multiple levels of engagement that are necessary to improve the climate in order to create a more inclusive environment. Before an institution can advance forward along the diversity front, it is necessary to enlist a framework to aid institutional leaders in approaching this complex, but important aspect of the institutional mission.

Making Diversity Work: The Campus Climate Framework and Engagement

According to two recent diversity climate studies, most Central Michigan University students, faculty, and staff value diversity (Senter, 2008; Senter, Haddad, & Owens, 2007). However, to make diversity work or to tap the educational benefits of diversity, diversity must be engaged in a meaningful way. In 2003 the United States Supreme Court affirmed in the *Grutter* case that diversity in its many forms enhances and benefits the educational enterprise (Green, 2004). The social science research, along with amici from higher education associations, retired military generals, American corporations, and government officials, provided evidence to the U.S. Supreme Court supporting notion that racial/ethnic diversity, as well as other forms of diversity, is a compelling societal interest that yields social and educational benefits (Green, 2004). Since that decision was announced, higher education leaders across the country have reaffirmed the value of diversity and have sought to reap its benefits; but while the Supreme Court has affirmed the value of diversity, institutions continue to face challenges to improve diversity on their respective campuses.

Central Michigan University, similar to other predominately white institutions, must find ways to counter institutional history, limited campus diversity, a remote location, and negative attitudes/behaviors (i.e. campus incidents) that work against building a diverse environment. In addition to CMU's specific challenges, the state of Michigan is "the third most segregated state in the nation [and] it has one of the most segregated educational systems" (Michigan Civil Rights Commission, 2007, p.10), which means CMU has students and members of its workforce that potentially have had very limited exposure to racial/ethnic diversity. Furthermore, Michigan, for the third consecutive reporting cycle, has had the third-highest number of hate crimes as reported by the FBI (Parker, 2007), with racial/ethnic, religious, and sexual orientation bias motivated incidents at the top of the list (FBI, 2007). As one of Michigan's public institutions, it is Central Michigan University's responsibility to create opportunities to educate and engage students, faculty, staff, and Mount Pleasant community members with respect to diversity – in its many forms.

To make diversity work for Central Michigan University, advancement of diversity must begin with recognition of the campus climate framework and its several dimensions: (1) compositional, (2) inclusive/exclusive practices, (3) psychological, (4) behavioral, and (5) organizational/structural (Milem, Chang, Antonio, 2005).

Compositional diversity "refers to the numerical and proportional representation," of various diverse groups on campus (p. 15). Compositional diversity is the most apparent and simplest to address because campus demographics clearly measure the number and proportion of international students, women,

students with disabilities, and underrepresented minorities who are students, faculty, staff, senior officers, etc. For example, as of fall 2007, less than 9% of CMU's on-campus, student population was comprised of underrepresented minorities.

An institution's historical legacy of inclusion versus exclusion contributes to the campus climate. While many predominately white institutions (PWIs), including Central Michigan University, have attempted to build a tradition of inclusion in recent years, the tradition of exclusion is difficult to redirect without intervention strategies and initiatives.

When considering the psychological dimension, viewpoints, perspectives, and perceptions of community members are at the heart of this aspect of the campus climate framework. The way in which members of that community view diverse groups, institutional responses to diversity and related incidents, perceptions of discrimination and conflict (racial/ethnic, GLBT, religion), and attitudes towards diverse groups (such as individuals with disabilities, gays and lesbians, racial/ethnic groups, international students) comprise the psychological climate (Milem et al, 2005, p. 17). According to the recent climate surveys,

faculty and staff of color are more likely than their white counterparts to have negative views about CMU as a place to work. For example, more than half of minority employees do not believe that CMU employees support and promote diversity and do not believe that there are many opportunities for minorities to advance at CMU. (Senter, 2008, p. 31)

The behavioral climate reflects how members of the community interact with one another along the lines of race, ethnicity, gender, sexual orientation, etc. This dimension speaks to the quality and type of intergroup relations, (i.e. negative versus positive; continuous, structured engagement or superficial contact) across diverse groups. For example, key findings from a Gay, Lesbian, and Bisexual (GLB) 2005 focus group study indicated that GLB students reported the most negative experiences occurring in the residence halls (Humiston, 2005).

Self-segregation is often used as a way to describe minority or international students who isolate themselves from white students; "however, the empirical research that examines student interactions reveals that students of color are much more likely than white students to report that they interact across racial and ethnic groups" (Milem et al., 2005, page 17). CMU's recent climate study also supports the same results indicating that "students of color at CMU have more varied and intimate contact with ethnically and racially diverse people than their white peers" (Senter et al., 2007, p. 68).

In addition, research indicates that students from different racial and ethnic groups view same-group interactions differently. For example, Loo and Rolison (1986) found that white students viewed ethnic group clustering as an example of racial segregation or separation, whereas students of color viewed this clustering as a means for finding cultural support within a larger environment they felt was unsupportive. (Milem et al., 2005, p. 17)

The combination of psychological and behavioral climate dimensions serve to expose the patterns of attitudes and social interactions in the campus and local communities that need to be addressed to engage diversity and create more constructive, social interactions that break these negative psychological and behavioral patterns.

Organizational and structural diversity reflects how advantages for some groups versus others are built into the organization structure and processes. For example, some institutions have maternity leave policies that stop the tenure clock to allow women an opportunity to have children while not harming their chances of achieving tenure. Traditionally men did not need a maternity leave, and therefore stopping the clock as a policy was unnecessary. In this case, the absence of a maternity policy

advantaged men and disadvantaged women. Another simple example is to communicate everything via email/internet. In doing so, one disadvantages those families and individuals who do not own a computer, cannot afford email access, or have limited to dial up service.

The organizational/structural dimension of climate is reflected in the curriculum; in campus decision-making practices related to budget allocations, reward structures, hiring practices, admissions practices, and tenure decisions; and in other important structures and processes that guide the day-to-day “business” of our campuses. For example, recent research by Smith and others (Smith et al., 2004) indicates that racially homogeneous faculty search committees are not likely to hire candidates from different racial groups unless deliberate steps are taken to require the committees to seriously consider such candidates (Milem et al., 2005, p. 18).

Given the campus climate framework, it is clear that a multi-pronged approach is needed to make diversity work at Central Michigan University. As such, this approach needs to address CMU’s compositional diversity, structural/organizational diversity, behavioral and psychological climate concerns, and its historical legacy of exclusion. Development of a multi-pronged approach will afford CMU multiple opportunities to tap the educational benefits of diversity and set a course for an institutional transformation that embraces the changing demographics across the nation and the globe. As the nation and the world becomes more diverse, it is imperative that Central Michigan University create and maintain a healthy, effective learning environment among students, many of whom have had few opportunities to develop familiarity with other cultures and/or diverse groups. CMU must prepare its students to be culturally competent so that they are able to live and work in a diverse, global society. Cultural competency is essentially having the capacity to function effectively in other cultural contexts. To achieve cultural competency and/or proficiency relies heavily upon having (1) cultural knowledge and understanding of diverse groups, (2) the appreciation for cultural differences, and (3) skills to demonstrate the appropriate behaviors when interacting with different groups, either nationally or globally (Sue & Sue, 2008).

The CMU 2010 Vision Plan articulates five institutional priorities. Priority two, diversity and global perspectives, echoes the need for cultural competency. The description for priority two states, “preparing students for productive lives within today’s multi-cultural society and the global community necessitates providing them opportunities to be exposed to and to cultivate an appreciation for perspectives, customs and beliefs different from their own” (CMU Vision Plan, 2005, page 11). The remaining priorities also have implications for diversity and reinforce its importance. Priority one, teaching and learning, implies that a pluralistic academic community enriches the teaching and learning of the university community by fostering equal access and respect for all groups. Priority three, research and creativity, conveys that it is important to develop a world-class environment that supports research and creative activities that embrace power and growth from exploring cultural differences. Priority four, service for the public good, supports diversity by underscoring the importance of expressing the value of global community service and ethical reflection in the personal and professional lives of the University community. And finally, priority five, culture of integrity, implies that we develop campus-wide trust, respect, and civility for all.

Collectively, the five institutional priorities, campus climate framework, and institutional mission, inform the development of this revised *2008 Strategic Plan for Diversity*. As such, the Office for Institutional Diversity has developed the following recommendations that include diversity priorities, strategies, and initiatives to create a purposefully inclusive community and make diversity work at CMU.

INSTITUTIONAL DIVERSITY PRIORITIES, STRATEGIES, AND INITIATIVES

Diversity Priority 1 – Foster a welcoming and inclusive campus environment.

CMU needs to foster an inclusive and welcoming climate to reap the benefits of diversity. A welcoming and inclusive campus environment exemplifies compositional diversity (i.e. diverse faculty and students) but also positively reinforces diversity through its members' interactions inside and outside of the classroom, in the residence halls, and in the local community. However, due to past and current practices/policies, psychological/behavioral climate concerns, and institutional history, CMU must be intentional and directed in its efforts to foster an inclusive, diverse environment. While focusing on climate in general terms is important, we must answer the question for whom do we wish to make the climate more inclusive and welcoming? Racial/ethnic minorities, women, GLBT individuals, individuals with disabilities, and internationals are those groups, in different campus contexts, that have traditionally had difficulty in finding CMU a welcoming and inclusive place. Of course, the contradiction here is that once you name a specific group/s, it appears to be exclusive; but in naming the populations that historically have been excluded and unwelcome, it enables and positions CMU to devise and implement appropriate strategies to achieve its mission and goals.

Strategy 1.1 - The president and his/her senior staff must take an active role in stressing the importance of diversity and the climate for their respective divisions/units. The president and senior staff must be clear in articulating the importance of diversity and an inclusive climate, being mindful of the groups that have traditionally been excluded and devise strategies to be more inclusive of racial/ethnic minorities, women, GLBT individuals, individuals with disabilities, and internationals, as well as others. For example, arrange your office space so that it is friendly to people with disabilities, or when forming a hiring committee include individuals with perspectives that are mindful of groups that have traditionally been excluded. Visible leadership, promotion, and participation in diversity initiatives and efforts that foster a welcoming environment, which might include a reallocation of resources, require attendance at one diversity event each semester, and facilitate on-going conversations about diversity in the unit/division, are critical for improving the climate.

- Initiative 1: Document how each unit/division incorporates diversity into their respective divisions/units and address the climate for each of the five target groups.
- Initiative 2: Show visible support for diversity education by strongly encouraging and/or requiring faculty and staff to attend educational seminars to increase cultural competency.

Strategy 1.2 – Implement a cultural competency component in all university employee and organizational unit performance evaluation processes. Making diversity work and tapping its benefits to enhance the climate is the responsibility of the entire university community, not only the offices specifically charged with promoting diversity. As such, each area must determine the relevant level of cultural competency (basic, immediate, or advanced) and climate factors (i.e. compositional, psychological, behavioral, and structural) that need attention.

- Initiative 1: Review the current performance review process for staff and faculty and determine the appropriate level of cultural competency/proficiency that is needed to perform well on the job.
- Initiative 2: Incorporate diversity education into student, staff, and faculty employee orientations and use pre and post test measures to determine increased levels of awareness and knowledge of diverse groups (cultural competency).

- Initiative 3: Reward faculty and staff who take advantage of the diversity training workshops and events that aim to increase cultural competency - awareness, knowledge, and skills of diversity groups.

Strategy 1.3 – Provide educational diversity activities that promote greater understanding of cross-cultural communication and social interactions. Every year CMU offers a wide variety of programs and activities to promote communication, involvement, and appreciation for diversity. In order to provide opportunities for multiple audiences (i.e. faculty, staff, students) with varying levels of exposure and understanding to diverse groups and diversity, programming must be more intentional in its offerings and communicate expected outcomes from participation (i.e. awareness, knowledge, or skills).

- Initiative 1: Develop a rubric that communicates the benefits of attending a particular educational or training activity and measure its effectiveness.
- Initiative 2: Facilitate a discussion group on key topics among the diversity champions and provide additional education that raises their knowledge of other diverse groups.

Strategy 1.4 – Partner with Mt. Pleasant community groups, businesses, government, and law enforcement agencies to increase awareness and understanding of diverse populations. Clearly, CMU and Mt. Pleasant are intertwined, and diverse groups have had a range of negative to positive experiences based on how they are perceived and the type of social interactions they engage in while off campus. Though this is an extremely difficult aspect of the plan, it cannot be ignored.

- Initiative 1: Initiate conversations with local community groups, businesses, government, and law enforcement agencies to raise awareness and understanding regarding the challenges diverse populations routinely encounter in the city.

Assessment: Administer and review institutional climate surveys by 2010. CMU has periodically administered institutional climate surveys to assess the climate for racial/ethnic minorities and gay and lesbian members of our community. Studies from 2005, 2007, and 2008 provide somewhat of a baseline for these two groups and indicate that there is much room for improvement (i.e. 56% of employees of color versus 29% of whites report that racism is a campus problem; about 46% of students reported that the environment was either fair or poor for gay and lesbian people). By 2010, appropriate climate measures must be determined and incorporated into the annual diversity report card to track overall progress on campus climate for racial/ethnic minorities, women, GLBT individuals, individuals with disabilities, and internationals.

Diversity Priority 2 – Recruit, hire, retain and promote faculty and staff who will enhance diversity in all areas and levels of the university. This priority is reiterated in the CMU 2010 Vision Plan. The first step in understanding different cultures and viewpoints is to have the opportunity to interact with individuals from backgrounds different from one’s own. This can partially be accomplished by having wide diversity within the university community – in the student body, among the faculty, and among the staff. Only with opportunities to learn from, exchange ideas with, and form relationships with individuals from the many groups that constitute our global society will students truly be prepared for the future. CMU’s workforce of faculty, staff, and senior officers is one of its most valued and important assets. As we are committed to a culture of learning that challenges, inspires, liberates, and ultimately transforms the hearts, minds and actions of individuals, eliminating prejudice and embracing all forms of diversity, initiatives must be in place to meet this priority.

Strategy 2.1: Increase and improve efforts to recruit and hire employees from underrepresented groups at all levels of the university, with particular emphasis on the most senior levels and highly visible positions. With the passage of Proposal 2, certain tools are not at our disposal; however, its passage does not negate the importance of a diverse workforce. Since racial/ethnic minorities and women are underrepresented at different levels of the organization and among different employee groups, there needs to be a concerted effort to uncover strategies (i.e. mentoring) that aid this process.

- Initiative 1: Document and analyze the entire recruitment and hiring process to identify weaknesses and determine ways of strengthening the process to make it more inclusive of underrepresented groups (i.e. racial/ethnic minorities, women, and persons with disabilities) at each stage. According to the Vision Plan, CMU strives to increase retention to 18% of faculty and 8.5% of staff that are from underrepresented groups by 2010.
- Initiative 2: Incorporate diversity-related requirements into each job description.
- Initiative 3: Provide discussion points for search committees to uncover hidden cultural biases in both the search and hiring process.
- Initiative 4: Provide in new hire packets from Human Resources and Faculty Personnel Services pertinent information regarding the Association of Lesbian and Gay Faculty and Staff and the Association of Faculty and Staff of Color, along with other relevant information regarding diversity at CMU.

Strategy 2.2: Develop and implement a campus wide affirmative action certification program.

With the passage of Proposal 2, there is likely misinformation and misunderstanding regarding the permissible application of Affirmative Action in searches and hiring. Development of such a certification program will reduce misinformation, ensure proper application of the policy and aid the institution in achieving its retention goals.

- Initiative 1: Develop a means of communicating and certifying the correct application of the policy. The goal is to have 100% of hiring committees properly apply Affirmative Action and that all committee members are certified.

Strategy 2.3: Increase efforts to retain and promote employees from underrepresented groups at all levels of the university - including the most senior levels and highly visible positions. As stated in Strategy 2.1, it is important to have a diverse workforce. Maintaining a diverse workforce requires an examination of promotion, tenure, and turnover rates as well as equity in compensation. These factors along with climate issues affect CMU's ability to retain a diverse workforce.

- Initiative 1: Set retention goals for each employee group and possibly colleges, thereby disaggregating the numbers, targeting where retention is most problematic and monitor progress.

Diversity Priority 3 – Recruit and retain students from a diversity of backgrounds.

The recruitment and retention of students from culturally diverse backgrounds (i.e. international students, underrepresented minorities – Native American, Asian American, African American, and Hispanic/Latino/a) are necessary to maintain compositional diversity among the student population. Achieving our mission to prepare all CMU students for a diverse workforce and global marketplace begins with this basic element. Successful recruitment and retention strategies reduce isolation effects for

our diverse students, increase the opportunities for cross-cultural engagement inside and outside the classroom, and reinforce the academic and social development of all students.

Strategy 3.1 – Enhance recruitment strategies for diverse student populations. While CMU does a great job, recruitment efforts can always be strengthened by utilizing best practices, i.e. connecting faculty to prospective students, having an ethnically diverse admissions staff, and establishing relationships in CMU charter schools, that can potentially provide both short-term and long-term gains.

Strategy 3.2 – Review and improve ratio of admitted minority students to enrolled minority students. Admitted students in 2006 who are underrepresented minority students were less likely to enroll at CMU than were “all students.”

- Initiative 1: Determine reasons why minority students who were admitted decide not to attend CMU and devise plan to improve the admitted to enrolled ratio for minority students.

Strategy 3.3 – Strengthen and promote scholarship opportunities for prospective undergraduate students who have demonstrated a commitment to diversity. It is well known in higher education that scholarships for undergraduate students, especially full scholarships, are used as a means to attract the best and brightest to colleges and universities. If we wish to compete for those students who support and desire to advance diversity, the institution needs to make a greater commitment to these recruitment efforts.

Strategy 3.4 – Increase undergraduate and graduate international student enrollments for both on and off-campus. Since 2005, on-campus international student enrollment has been improving, while off-campus enrollment has declined. According to the 2010 plan, CMU’s target is to increase on-campus international student enrollment to 500 students and off-campus enrollment to 456 students by 2010.

Strategy 3.5 – Strengthen existing programs and develop new programs to retain diverse students, especially underrepresented groups. To improve the retention of diverse students, existing and newly developed efforts need to focus on one of three areas: academic preparation/transition from high school to college, social interactions, and campus climate/safety.

- Initiative 1: Assess usage of academic services (i.e. tutoring, Supplemental Instruction, First Year Experience, Leadership Safari) by underrepresented minority students and increase usage rates.
- Initiative 2: Develop diversity component that educates all incoming students (orientation) and continuing students with respect to cross-cultural, social interactions with diverse groups.
- Initiative 3: Educate faculty, staff, and students on procedures for reporting incidents of intimidation and/or harassment. Document campus climate, including the level of safety experienced by diverse students (i.e. students with disabilities, gay and lesbian students, and underrepresented minority students) and determine targets for improvement.

Strategy 3.6 – Develop and implement program models that have been successful in retaining diverse student populations. Bridge programs have a long history of assisting first generation college students and students from other diverse groups. Programs which connect students to mentoring and/or research also aid with retention.

- Initiative 1: Develop a transition/bridge program model for the institution.

Assessment: Periodically review six-year graduation rates by entering class. International student retention data is not available. However, data for underrepresented minority students indicate that both on-campus and off-campus graduation rates are increasing. According to CMU 2010, the institution hopes to reach the 44% mark for on-campus by 2010, ultimately the goal is to at least reach parity with the white student population, which has a three-year average of 58%.

Diversity Priority 4 – Infuse diversity into the curriculum and promote pedagogical strategies that encourage student involvement and facilitate respect of diverse perspectives. While it is true that different forms of diversity (i.e. geographic, economic, and religious) exist among the student population, Central Michigan University is a predominately white institution, with limited racial/ethnic diversity. Under these conditions, the full educational benefits of diversity are not fully realized and many of our students graduate with a CMU degree with little to no engagement cross-culturally, and a deficit in cultural competency – little awareness about their own cultural perspectives, limited knowledge of other cultural worldviews, and limited skill to operate effectively in diverse cultural settings. Since CMU’s white students come to CMU with less exposure to other racial/ethnic groups than its minority students (Senter et al, 2007), it is clear that the infusion of diversity into the curriculum would benefit all of our students.

Preparing students for a more diverse world requires a holistic approach that encompasses both pedagogy and curriculum content. Good pedagogy is diverse and inclusive, allowing for a range of different student learning styles and perspectives that engage all students to think critically. Good pedagogy, coupled with a curriculum that is enhanced by diverse content also allows our students opportunities (inside and outside the classroom) to learn how problems and solutions can be approached from different lenses (i.e. class, gender, or political) or cultural worldviews. The success of this goal requires participation from academic departments and departments that offer co-curricular experiences, including the Office for Institutional Diversity and its reporting units.

Strategy 4.1 - Institute and provide educational seminars to increase cultural competency among the faculty in order to help them develop culturally sensitive educational opportunities for their students. As one of the diversity charges issued by President Rao in December 2006, diversity education for faculty is an important priority. Focusing on new and current faculty, appropriate educational modules (i.e. face-to-face, online) need to be developed that faculty from different disciplines, including business, physical sciences, social sciences or education, may utilize to facilitate respect for diverse perspectives and cultural competency.

- Initiative 1: Document and determine what type of seminars new faculty versus current faculty need, building on the recent problem-based scenarios that were recently developed for new faculty orientation fall 2007.
- Initiative 2: Document and determine what type of seminars faculty within specific disciplines may need.
- Initiative 3: Before the revision of master syllabi, hold departmental discussions as to how diversity could be infused into their courses.
- Initiative 4: Provide online resources through FaCit and Park Library that support increasing cultural competency among faculty.

Strategy 4.2 - Encourage the promotion and development of study programs and courses that enhance student learning about diversity, underrepresented groups, and global issues. There are

many programs across the country that have successfully enhanced student learning with respect to diversity, underrepresented groups, and global perspectives. Some institutions offer study abroad, intergroup dialogue or intergroup relations courses, and/or minors in an ethnic studies or diversity area. The Office for Institutional Diversity and two Academic Senate committees have worked together this year to explore possible initiatives that will fulfill diversity priority four.

- Initiative 1: Adopt the intergroup dialogue/relations program for Central Michigan University. The Intergroup Relations Program seeks to advance students' understanding and respect for diversity and social justice issues and augments students' skills in responding to intergroup differences and conflicts (University of Illinois, Program on Intergroup Relations, 2008).
- Initiative 2: Develop and propose cultural competency recognition for on-campus undergraduate students.
- Initiative 3: Increase the number of students, especially underrepresented minority students, who participate in study abroad programs. Overall, we hope to increase study abroad participation to 550 students by 2010.

Diversity Priority 5 – Support the administrative and organizational structure needed to coordinate and monitor campus climate progress.

Established in the mid 1990s, the Office for Institutional Diversity functions as the central point at which campus diversity priorities are reviewed and established, along with other programmatic needs. The Office for Institutional Diversity and its reporting units – Minority Student Services, Multicultural Education Center, Office of Gay and Lesbian Programs, Office of Native American Programs, Upward Bound, and GEAR UP, as well as other offices, will play a leadership role in coordinating diversity initiatives university-wide to support the continued learning of all members of the university community. Our campus leaders envision CMU as a place where pervasive respect for diversity has created a supportive climate in which students are able to reach their academic potential and the entire campus benefits from this dynamic learning. As such, the coordination and monitoring of campus climate progress is essential to advance the five diversity priorities articulated in this plan.

Strategy 5.1 – Establish a process for adequately funding university-wide diversity initiatives and programs, and curriculum efforts, in accordance with CMU's diversity priorities.

Strategy 5.2 – The roles and responsibilities of the Affirmative Action Officer and the Associate Vice President for Institutional Diversity should be clarified so that their activities and efforts can be coordinated and unnecessary overlap avoided. Often times campus community members assume that these two roles are interchangeable, but they are not. The Affirmative Action Office addresses compliance with the law in terms of hiring and promotion and investigates discrimination cases. Institutional Diversity is the administrative office that provides diversity education across campus, monitors the campus climate, and aids in the development of policies and practices that are inclusive. While each position is naturally supportive of the other, the roles are distinctly different.

Strategy 5.3 – Combine the Diversity Campus Climate Committee (DCCC) and the Affirmative Action and Equity Council to form a Diversity Plan Implementation Committee. Both committees are important and represent a broad cross-section of the university community; however, there are committee members who serve on both committees and the charges of each do overlap considerably. Thus, combining the committees and adding additional members to guarantee sufficient campus-wide representation could serve as the best means to implement this plan. The implementation committee will form five subcommittees, one for each diversity priority. Each subcommittee will have five core tasks: (1) defining measurable goals for that priority; (2) determining assessment measures with the assistance of

institutional research; (3) determining a timeline for each goal; (4) determining the amount of resources needed for the initiatives outlined in the plan; and (5) determining the appropriate offices that should lead the effort and be held accountable.

Strategy 5.4 – Revise the annual diversity report card so that measures which address each diversity priority are embedded in the document and continue to study progress implementing the plan. The annual diversity report card produced by the Diversity Campus Climate Committee is used to help monitor the progress CMU has made with respect to diversity. Since its inception, the 2010 Vision Plan has articulated specific goals and targets. Nevertheless, the report card provides more measures that directly speak to the diversity priorities outlined in this plan.

Strategy 5.5 – Explore a name change for the Office for Institutional Diversity such that the name reflects the educational and collaborative aims of the unit.

Summary Statement

To maintain a healthy financial future and academic notoriety, financial planning and program review are extremely important processes. Diversity needs a similar level of attention to remain at the core of an institution's mission and values. Diversity at CMU will advance only if everyone assumes some level of responsibility and a role in our collective success. The five priorities listed here incorporate the five aspects of the campus climate framework – compositional diversity, behavioral/psychological climate concerns, structural, and history of inclusion/exclusion. As we focus on these very important priorities, (1) fostering a welcoming and inclusive climate, (2) recruiting and retaining a diverse workforce of faculty and staff at all levels, (3) recruiting and retaining students from diverse backgrounds, (4) infusing diversity into the curriculum, and (5) supporting the administrative and organizational structure needed to coordinate and monitor progress, Central Michigan University will begin to reflect in a greater way the diversity that is reflected across the nation and the globe. Only then will CMU experience the benefits that come with having a campus where diversity works. Finally, this document provides the foundation upon which CMU's priorities, including priority 2 - diversity and global perspectives - can further be developed beyond 2010.

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