President’s Commission on Diversity

Annual Report
2006-2007

Members of Diversity Commission:

Linda Duckett, Co-Chair
Henry Morris, Co-Chair
Betty Young, Co-Chair
Michelle Washington Carter
Loretta DeLong
Jessica Flatequal
Tom Gjersvig
Hanh Hui Phan
Kelly Meier
Calvin Moultrie
Ricardo Muggli
John Seymour
Julie Snow
Michael Fagin, ex officio
Kenneth White, ex officio

May 2007
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Charge to the President’s Commission on Diversity

2006-2007

1. Develop a recruitment plan to enroll underrepresented students.

Working with the Office of Admissions and the Institutional Diversity Office and in consultation with the Enrollment Management Committee, establish a short-term goal for Fall 2007 that will increase the number of applicants for admission, increase the number of students who attend orientation and who enroll. Establish a 5-year plan for increasing the number of underrepresented students. The focus on this goal is to increase the number of freshmen and transfer underrepresented students. Look at institutions that have been successful and develop “best practice” models. Establish measurable goals and outcome assessment measures for both the short term plan and the longer term plan.

**Progress Report due:** November 2006 (short term)
**Report due:** May 2007 (5-year plan)

2. Develop a student retention plan for first to second year, second to third year, and third to fourth year.

Working with the Enrollment Management Committee and Student Affairs retention professionals, develop strategies to specifically target underrepresented risk students to assist them in continuing with their education and ultimately, graduation. Such strategies will have measurable outcomes.

**Report due:** May 2007

3. Work with the Affirmative Action Office and the Human Resources Office in developing recruitment strategies for hiring underrepresented staff and faculty.

Develop specific, measurable strategies for retaining these employees. Study units on campus that have been successful in retention of underrepresented staff and faculty and develop “best-practice” models.

**Report due:** May 2007
GENERAL RECOMMENDATIONS

We respectfully submit this report for your consideration, and we strongly believe that the implementation of these recommendations will give definition and support to the Strategic Priorities and vision for inclusion and increased diversity at Minnesota State Mankato. For total success, the senior leadership of the university must be actively engaged in and accountable for the implementation of these recommendations.

The President’s Commission on Diversity recommends a university-wide “Summit on Diversity” with a primary purpose to infuse diversity into our community. The Summit would parallel the model used for the Enrollment Management Summit, be implemented by the Office of the President in collaboration with the Office of Institutional Diversity, the President’s Commission on Diversity, and the Commission on the Status of Women.

For continuity of leadership, we recommend staggered terms for the Co-Chairs of the President’s Commission on Diversity. The Commission needs access to a professional administrative assistant to take minutes at meetings, update the website, schedule meetings, and oversee arrangements.
EMPLEYMENT
Recruit, Hire, and Retain Underrepresented Faculty and Staff

RECOMMENDATIONS

We recommend that the university establish a goal of doubling the current number of underrepresented faculty and staff by 2010. To accomplish this goal we recommend the following:

Change the language.
Change the words “recruit and retain” to “recruit, hire, and retain” to show hiring of underrepresented faculty and staff as a critical, integral, and distinctive activity in addressing and meeting university goals for diversity.

Develop a Diversity Action Hiring and Retention Team.
We recommend the development of a permanent Diversity Action, Hiring, and Retention Team as per the Portland State University model (see Appendix A).

Create a Diversity Plan and Report for Recruitment, Hiring, and Retention of Diverse Workforce:

− To address goals to recruit, hire, and retain diverse members of the workforce, each department, college, and division will develop a plan with timetable, goals, and action steps due December 2007, to the Provost with implementation Spring 2008.

− Development, implementation, and assessment of the Diversity Plan and Report will be part of the annual evaluations for Directors, Deans, and Vice Presidents.

− Diversity plans, reports, and assessments will be submitted to the President’s Commission on Diversity, and will be made public on the President’s Commission on Diversity website.

Have a discussion on the definition and implementation of university policies on equal opportunity and affirmative action.
A joint sub-group of the President’s Commission on Diversity and the President’s Commission on the Status of Women, in consultation with Affirmative Action and with designated MnSCU and state attorneys, should lead a campus-wide conversation on whether our institution is an equal opportunity and affirmative action university, with plans for implementation to begin Fall 2007.
Recruitment: Faculty and Staff

Centralization is needed in certain areas:

− Consistent advertising in core regional and national specialized diversity publications (each department to advertise in additional publications as appropriate)
− Place block ad in the Chronicle and Diverse Issues in Higher Ed for all MSU ads
− Central funding for all centralized recruitment activities
− On-line application process

All vacancy notices (for faculty, staff, and other employee positions) will include the following information:

Women, minorities, individuals with disabilities, and veterans are encouraged to apply. Successful candidate must be committed to work with diverse student and community populations. The University is committed to building a diverse educational environment. Applicants are requested to include in their cover letter information about how they will further this goal. The university is especially interested in candidates who can contribute to the diversity and excellence of the academic community through their research, teaching, and their service. Each application should include proactive language that will convey a level of commitment beyond that required by regulations, and one that would tell potential applicants that the university values diversity.

The following questions should be part of the interview process for all candidates:

− What is your definition/understanding of “diversity”?
− What experiences have you had in dealing with issues of diversity?
− How have you incorporated diversity into your job/work (coursework, curriculum, teaching, research, advising: for faculty; recruitment, programs, staff development, hiring, promotion, retention, etc.: for staff and supervisors)?
− What types of community involvement did you or do you have that reflect your commitment to diversity?
− How will you contribute to the University’s diversity mission?
− Train search committee to diversity issues. This is appropriately done by the Affirmative Action Office.
− Selected questions from this group should be included on all on-campus interview forms and evaluations.
Hiring: Faculty and Staff

Candidates who meet required qualifications to effectively perform the duties of the position should be hired.

*We believe application of the language “most qualified” has prevented us from hiring underrepresented candidates. The language and practice should change from “most qualified” to “qualified”. The candidates’ responses to diversity questions are part of the definition of qualified. Candidates who successfully complete the campus interviews should be considered qualified.*

In response to the University’s Strategic Priority, diversity should be a market condition.

*Underrepresented candidates should be considered market hires, with appropriate salary and benefits packages.*

Build the pool from within the university.

Each college and all administrative divisions will have at least one pre-doctoral student. The length of the program for each student will be three years and may be extended on a case-by-case basis. At the completion of the pre-doctoral program, the student will be hired in an appropriate professional position at MSU. The pre-doctoral agreement should specify the required number of years (minimum of two years) of MSU employment following completion of the pre-doctoral program.

Give incentives to Departments and Divisions for making underrepresented hires for tenure-track and probationary positions:

- $3,000 to a department’s general fund with renewal every year for three years based on successful retention.

  Or

- Hire an underrepresented candidate and get another tenure-track, probationary position line for the department.
Retention: Faculty and Staff

We continually see the difficulty of retaining and promoting underrepresented faculty and staff, and we do not foster an environment where underrepresented faculty and staff feel safe and willing to stay and work. In order to foster an environment of diversity, we should utilize interim and acting appointments, special funds, recognitions, climate surveys, diversity grants, and exit interviews.

Interim and Acting Appointments
Interim and acting appointments can and should be used as professional development opportunities to provide advancement for current employees.

Special Funds
Special funds should be available to underrepresented faculty and staff for professional development.

Recognitions
Recognize and give credit to underrepresented faculty and staff who go beyond their required duties to help underrepresented students. The university should identify appropriate acknowledgements which could include but not be limited to release time from courses, extra time for personnel (promotion and tenure) decisions, and financial incentives to do advising and counseling but we still need, and must have, administrative centers that work directly with students of color to address their specific needs.

Climate Surveys
Climate surveys to be conducted every three years. This will assist us in understanding the experience of persons from diverse backgrounds at MSU, in their college/unit, department, and classroom. Funds for such surveys are set aside in the institutional budget.

Diversity Grants
Diversity Grants of $500 to be available throughout the year to students and employees for attending conferences related to issues of diversity. This money would be available through the President’s Commission on Diversity and parallel to the Commission on the Status of Women $500 grants. Fifty competitive grants should be available annually with oversight of grant allocation through the President’s Commission on Diversity.

Exit Interview with Questionnaire
The Director of Affirmative Action will conduct a two-part exit interview for all employees separating from the university. Part I will be a conversation with the Director of Affirmative Action and Part II will be a questionnaire. The Director of Affirmative Action will forward a summary statement of these interview and questionnaire results to the President, Provost, and Vice Presidents. As appropriate, summary responses will be shared with the President’s Commission on Diversity and the President’s Commission on the Status of Women (see Appendix B).
STUDENTS
Recruit, Enroll, and Retain Underrepresented Students

RECOMMENDATIONS

Establish the goal of doubling the current number of underrepresented students by 2010. To accomplish this goal we recommend the following:

Change of Language
Adopt language from “recruit and retain” to “recruit, enroll, and retain” to indicate that enrollment of underrepresented students is a critical, integral, and distinctive activity in addressing and meeting university goals for diversity.

A Permanent Underrepresented Student Recruitment and Retention Committee
The ad hoc Underrepresented Student Recruitment and Retention Committee of the enrollment management taskforce should be made a permanent committee of the university. This committee would be comprised of culturally sensitive members of our university community.

Form a Diversity Plan and a Report for Recruitment, Enrollment, and Retention of Diverse Students to:

- Address the goals of recruiting, enrolling, and retaining diverse students. Each department and college will collaborate with the Enrollment Management Taskforce to develop a plan with timetables, goals, and action steps. The plan will be due to the Provost on December 2007 with implementation in Spring 2008.
- Developing, implementing, and assessing the Diversity Plan and Report will be part of the annual evaluations for Academic Department Chairs and Deans.
- Submit diversity plans, reports, and assessments to the President’s Commission on Diversity and post onto the President’s Commission on Diversity website.
- Recommend a faculty to student ratio of the underrepresented population to be in line with national averages. This should also be reflected in staff and upper administration.
Recruitment: Student

Admissions, Financial Aid, and the Office of the Registrar

- Appoint or hire specific staff members who are culturally sensitive multiculturalists to work with underrepresented students (see Appendix C).

- Each student should be assigned to a specific staff member in Admissions, Financial Aids, and the Registrar’s Office in a situation similar to the College Student Relations Coordinators. This would build and strengthen relationships, trust, and respect. Specific appointment times with their specific person would show respect for student schedules and time.

- Admissions and Financial Aids policies and procedures need to be developed and/or re-examined to meet the needs of non-traditional families.

Application Fees
Waive the current application fee of $15 for all low-income applicants (those who meet guidelines for free and reduced lunches, and/or who meet the Federal Poverty Guidelines).

Recruitment of Excellent Students
Increase scholarships to attract talented underrepresented students. President’s Scholars should be comprised of 11% of underrepresented students by 2012.

Contract Students
Many contract students are from underrepresented groups and should proportionately represent the state and university populations. Admittance of contract students does not reduce the need to recruit underrepresented students who are talented and gifted.

Make Articulation Agreements with Institutions that Serve Underrepresented Students.
Institutions that serve underrepresented students may include:

- Community colleges
- Hispanic serving institutions
- Historical Black colleges
- Tribal Colleges (to include unique transfer agreements, with credit by examination given for knowledge learned from Tribal Elders (see Appendix D).
Recruitment in the Junior Highs, High Schools, Urban Centers, and Academic Summer Programs

We have several suggestions on how recruitment can be accomplished in junior and senior high schools, urban centers, and academic summer programs. We can recruit in the following ways:

- Send multiculturalists to work with high school counselors and students.
- Prepare specialized materials for presentation and have an active presence at recruitment fairs.
- Partner with area high schools (Mankato East, West, and Loyola) to invest in long-term recruitment plans.
- Establish and maintain relationships with community after-school programs, alumni, community agency leaders, and camps. Some groups we can contact would include:
  - Boys and Girls Clubs
  - Urban Ventures
  - Big Brother, Big Sister
  - Project Double-Up
  - Academic Summer Programs
    - Summer Residential one-week Heritage Academic Program
    - Four-week college access program and academic camps
- Build ties with urban area school counselors and urban centers within the metro area. We can also build ties with large Midwest urban centers. This can be accomplished by inviting urban counselors to an all-expenses-paid visit to view the MSU campus. Also, programs can be provided for area high schools to work with counseling staff in order to help minority students from 9th grade on topics such as:
  - Volunteering
  - Leadership
  - GPA
  - Identifying colleges and universities based on areas of interest
  - Applying for admission to MSU
  - Applying for various types of financial aid at MSU
- Recruit in ethnic specific communities.
- Support and finance Saturday ACT seminars.
- Visit special interest camps hosted by MSU and recruit throughout the region.
- Collaborate with college preparatory programs such as CAP (College Access Program) and Federal TRIO Programs such as Upward Bound, McNair Scholars, Student Support Services, the Educational Opportunity Centers (EOC) Program, and the Talent Search Program.
- Attend conferences and associations to have a presence as a diverse institution which welcomes underrepresented students, faculty, and staff.
Military
Work with the ROTC (Reserve Officer Training Corps) to identify students currently on assignment to the military who plan to complete their undergraduate degrees so that we can encourage them to come to MSU (see Appendix E).

Academic Summer Programs
We recommend the development of summer academic and arts programs for high-end underrepresented students.

Athletics
We suggest the following actions for those students involved in athletics:

− Require advisor, registrar, and athletic staff to regularly monitor academic requirements and progress toward degree.
− Continue in-state tuition through graduation for students on talent-based recruitment.
− Provide post-eligibility counseling, an advising checklist, and an exit interview regarding financial aid, academic standing, and goals.
− Maintain scholarship dollars throughout the year to students whose eligibility ends mid-year when academic standing and student responsibility code expectations are positive.
− Allow students who receive in-state tuition to maintain in-state enrollment status throughout their college years; in-state tuition does not depend on participation in athletics after the initial award has been made.
− See Appendix F for the Athletic Model.

Funding
Current recruitment levels for underrepresented students, both at the undergraduate and graduate level, should be maintained. Also, we recommend putting in place additional funding toward an increase for in-state and out-of-state recruitment initiatives with an emphasis on graduate and doctoral level students.

Scholarships, Financial Aid Programs, and Graduate Assistantships
Develop specific scholarships, financial aid programs, and graduate assistantships for underrepresented students to provide incentives for these students to attend MSU and to aid in their retention once they are enrolled. All awarded graduate assistantships from all funding sources should be proportionate to state and national population numbers.

Centralized, Visible Location for All Academic Advising and Support Services
To improve student recruitment and retention we recommend the establishment of a centralized, visible location for all academic advising and support services to increase awareness, usage, and program quality. Offices needing expanded space and visibility include Office of Disability Services, College Access Program, Veterans Services, Student Support Services, Student Relations Coordinators, and the Center for Academic Success. A possible location for the expanded academic advising/support center could be in an underground link built between the Memorial Library and Centennial Student Union with further expansion between the Library and Carkoski Commons.

Marketing and Advertising
We support continuation of the initiative for advertising in diverse media. We also continue to support the need for all university publications to be reflective of university initiatives regarding diversity as realized in
the work done by Diversity in MSU Publications Taskforce. Also, we need greater emphasis on urban areas and inner cities.

**Diversity Specialist, University Advancement**
Create a position dedicated to friend-raising/fund-raising for diversity programs and initiatives.

**Urban Recruitment Center and Recruitment Specialist**
Establish an Urban Recruitment Center and hire a dedicated Recruitment Specialist to be located in the metro area. The Specialist should be a multiculturalist. This person would work with junior highs, high schools, community organizations, and ethnic communities.
Enrollment: Student

Methods that would assist in student enrollment include:

− Appoint multiculturalist MSU students to work in Admissions and have them contact and encourage prospective students to attend MSU.
− Provide adequate funding for scholarships.
− Provide on-campus links for each prospective student, these links could include a:
  o Specific Admissions person
  o Current MSU student to serve as Ambassador
  o Current MSU professional, faculty member, Student Relations Coordinator, or Institutional Diversity Representative to serve as an advisor or mentor.
Retention: Student

To retain students, we recommend the following:

Expansion of Center for Academic Success to Maverick Institute

We recommend the establishment of a Maverick Institute to assist students in becoming academically successful within a university environment. We feel diagnostic testing, tutoring, and resources need to be available for all students in the following areas:

- Math
- English
  - English as a Second Language
  - Academic English
- Reading
- Writing
- Speaking
- Test Taking
- Team Work
- Peer Tutoring

Greek Organizations for Underrepresented Students

We recommend that the university put the infrastructure and funding in place to bring fraternities and sororities for underrepresented students to campus by 2008-2009.

Dining Services

Food plays an extremely important role for minority students, faculty, and staff at a predominantly white institution. We believe the language and implementation of the current dining services contract is standing in the way of diversity initiatives, and therefore, not meeting the needs of our students, faculty, and staff by not providing a nurturing and welcoming atmosphere.

Institutional Diversity, Specialized Ethnic Centers

The Commission continues to value and support the important work provided by the Office of Institutional Diversity. At a predominantly white institution, these staff members, programs, and activities are essential to the recruitment, enrollment, and retention of underrepresented students as well as to the recruitment, hire, and retention of underrepresented faculty and staff. Specialized ethnic centers are a major contributor to the success of institutional diversity.
APPENDICES
Appendix A: Portland State University, Diversity Action Hiring and Action Team

Diversity Action Hiring and Retention Team

DAHRT

Events

Join the Diversity Action Hiring and Retention Team (DAHRT) for a discussion of recruiting for faculty diversity, retaining new colleagues and maintaining a welcoming departmental workplace. Presentations will be led by Portland State faculty who have served on departmental search committees and are engaged in campus diversity work. We will offer collegial and knowledgeable advice to help avoid practices that inadvertently act against building faculty diversity. Tips from DAHRT partners in OAA, HR, Affirmative Action, and the Ombuds Office will be included.

What is it?

The Diversity Action Hiring and Retention Team (DAHRT) offers collegial and knowledgeable advice to departments and committees seeking to recruit and retain a diverse faculty and staff. Our team is composed of Portland State faculty and staff members who have served on departmental search committees and are engaged in campus diversity work. To design the best programs possible, we have drawn on the expertise of our partners in the Office of Human Resources, Affirmative Action, Ombuds, and the Center for Academic Excellence.

Our goal is to facilitate collegial discussion of diversity issues within Portland State's departments and programs. We will gladly join you as you talk about diversity in your unit, discuss your retention plan for a new colleague, or create plans to maintain a welcoming department workplace.

Presentation Materials

Below you will find some of the materials used in DAHRT presentations. All materials are in pdf format:

- Powerpoint Overview
- Doctoral-granting HBCUs List
- Doctoral-granting HSIs List
- Before/After Faculty Position Ad
Request a DAHRT Consultation

A DAHRT consultation can help you avoid practices that inadvertently act against building faculty diversity. Consultations are offered in three formats.

1. Open campus workshops
2. Presentation to department meetings or hiring committees
3. One-on-one consultations with hiring committee members

To request a DAHRT consultation, contact:

Office of the President's Diversity Initiative (OPDI)

Sitemap

- About Us
  - History
  - President's Message
  - Contact Us
- Our Programs
  - Diversity Action Council (DAC)
    - Plan
    - Minigrants
    - Newsletter
    - Members
    - Meeting Schedule
  - Diversity Action Hiring & Retention Team (DAHRT)
    - Materials
    - DAHRTWeb - List of Attendees
  - PSUnity
    - Workshop Dates
- Academic Programs
- For Students/Prospective Students
- For Faculty/Staff
  - Teaching Resources

Appendix B: Exit Interviews for Faculty and Staff

Minnesota State University – Mankato

Employee Exit Survey


Dan Sachau, Ph.D.
Organizational Effectiveness Research Group
Department of Psychology
Minnesota State University, Mankato
23 Armstrong Hall
Mankato, MN, 56001
Sachau@mnsu.edu
507-389-5829 phone
507-389-1099 fax
http://www.mnsu.edu/oerg/

Lori Lamb
Human Resources Director
Minnesota State University - Mankato
336 Wigley Administration Center
Mankato, Minnesota, 56001
Lori.lamb@mnsu.edu
Telephone: 507-389-2015
**Organizational Effectiveness Research Group**  
23 Armstrong Hall  
Minnesota State University  
Mankato, MN 56001

<table>
<thead>
<tr>
<th>Primary Investigator/Consultant:</th>
<th>Dan Sachau, Ph.D.</th>
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<tbody>
<tr>
<td><strong>Phone:</strong></td>
<td>507-389-5829</td>
</tr>
<tr>
<td><strong>Email:</strong></td>
<td><a href="mailto:Sachau@mnsu.edu">Sachau@mnsu.edu</a></td>
</tr>
<tr>
<td><strong>Fax:</strong></td>
<td>507.389.1099</td>
</tr>
<tr>
<td><strong>Web:</strong></td>
<td><a href="http://www.mnsu.edu/oerg/">www.mnsu.edu/oerg/</a></td>
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<tr>
<th><strong>Project Manager</strong></th>
<th>Dr. Sachau</th>
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<tbody>
<tr>
<td><strong>Email:</strong></td>
<td><a href="mailto:Sachau@mnsu.edu">Sachau@mnsu.edu</a></td>
</tr>
<tr>
<td><strong>Phone 1:</strong></td>
<td>507.389.5829</td>
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<td><strong>Phone 2:</strong></td>
<td>507-389-1099</td>
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<th><strong>Staff</strong></th>
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<tbody>
<tr>
<td>Dr. Lassiter</td>
<td>507.389.5734</td>
</tr>
<tr>
<td>Dr. O’Farrell</td>
<td>507.389.2724</td>
</tr>
<tr>
<td>Dr. Perez</td>
<td>507.389.2724</td>
</tr>
<tr>
<td>Dr. Sachau</td>
<td>507.389.5829</td>
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| **Federal Tax Exemption Number:**  | 69-0410001  |
| **NSF Awardee Organization Code:**| 0023606000 |

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<tr>
<td><strong>Contract Organization:</strong></td>
<td>Lori Lamb</td>
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<tr>
<td></td>
<td>Human Resources Director</td>
</tr>
<tr>
<td></td>
<td>Minnesota State University - Mankato</td>
</tr>
<tr>
<td></td>
<td>336 Wigley Administration Center</td>
</tr>
<tr>
<td></td>
<td>Mankato, Minnesota, 56001</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:Lori.lamb@mnsu.edu">Lori.lamb@mnsu.edu</a></td>
</tr>
<tr>
<td></td>
<td>Telephone: 507-389-2015</td>
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| **Abstract:**                    | The OERG will develop an employee exit survey, capable of being administered online, to employees who have chosen to end their employment at Minnesota State University – Mankato. |

| **Signature:**                   | I certify that the statements in the proposal are accurate. |
|                                 | ___________________________________________ Date: __________ |

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<th><strong>Budget Request:</strong></th>
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I. Overview

This proposal is based on the need for an employee exit survey for Minnesota State University, Mankato. The Organizational Effectiveness Research Group (OERG) will develop an employee exit survey to assess factors contributing to employee’s decisions to leave MSU.

II. The Organizational Effectiveness Research Group

A. Overview and Mission

The Organizational Effectiveness Research Group (OERG) is managed by the Graduate Program in Industrial and Organizational Psychology (I/O) at Minnesota State University (MSU), Mankato. The OERG offers a wide range of professional, human resources, and management consulting services related to employee selection, training, and employee development for private and public organizations.

The OERG’s mission is to develop and implement top-quality solutions to meet the business needs of our clients. All services are based on sound research and theory and are tailored to meet the specific needs of each client.

B. OERG Activities

The Organizational Effectiveness Research Group is housed within the College of Social and Behavioral Sciences at Minnesota State University, Mankato. The OERG is staffed by faculty and graduate students in the Industrial/Organizational Psychology Master’s Program.

The OERG provides contract research and consulting in the areas of opinion polling and human resource management. Within the domain of opinion polling, our services primarily include employee opinion questionnaires, customer satisfaction questionnaires, and community opinion surveys. The OERG has extensive experience with focus groups, on-line surveys, wireless surveys, mail-out surveys, telephone interviews, data collection, and statistical analysis.

Within the domain of human resource management consulting services, the OERG provides employee selection, testing, training, performance evaluation, organizational development services. More specifically, the OERG constructs and administers 360 degree surveys, develops corporate competency models, develops and validates selection tests, provides customized training programs, and facilitating organizational change initiatives.
III. MSU Employee Exit Survey Project

Phase One: Development of Exit Survey

- Development of exit survey content and questions
- Create online version to allow for web-based administration of survey

Phase Two: Administration of Survey

- Survey will be launched for use by past MSU employees in July 2007

Phase Three: Data Collection and Reporting of Results

- OERG will gather data on a quarterly basis and a provide a comprehensive report to MSU Human Resources Director

IV. Benefits

Employee exit survey results allow for MSU to determine leading causes of employee turnover and examine demographic information of employees who have left the organization.

V. Working with the OERG

Our responsibilities
1. Create Survey items and survey design
2. Design survey to be internet compatible.
3. Administer the survey electronically.
4. Provide all technical support for the project.
5. Collect the completed surveys.
6. Perform data analysis.
7. Periodically report results back to MSU Human Resources

MSU Responsibilities
1. Provide OERG staff with contact information (email or address) for past employees.

VI. Fees

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<th>Description</th>
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<td>Survey development and 1 year of reporting beginning in July 2007</td>
<td>$1500</td>
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<tr>
<td>Ongoing yearly fee for quarterly reports</td>
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MSU Exit Survey

The students, faculty, staff and administrators at MSU benefit from feedback we receive from employees. We would appreciate it if you would take a few minutes and complete the following exit survey.

Please keep the following in mind:

Participation is voluntary
- There is no penalty for refusing to complete any or all questions.

Responses are anonymous
- Responses to the surveys questions will be reported as averages.
- Responses to the open-ended questions will be sent in large blocks and these blocks will not include any information that would allow the reader to identify employees who make comments.
Your comments are being collected by the Organizational Effectiveness Research Group at Minnesota State University. This is a consulting service, staffed by faculty, and housed in the College of Social and Behavioral Sciences. This organization compiles the survey results and sends reports to MSU Administration.

Your survey responses are stored without any identifying information in them. All surveys are deleted after one year.

Thank you for completing the exit survey. More importantly, thank you for your service to MSU.

**What is your bargaining unit?**

- AFSCME
- Commissioner's Plan
- Excluded Administrators
- IFO
- Managerial Plan
- MAPE
- MGEC
- MMA
- MNA
- MSUAASF

**Why are you leaving MSU? Choose all that apply.**

- Retirement
- A better job in another organization
- My spouse or partner or family is relocating to another city
- I am pursuing further education
- Health reasons
- Lack of advancement opportunities
- Work hours did not fit my needs
- My commute is too long
- Dissatisfaction with local community
- Dissatisfaction with my supervisor
- Dissatisfaction with my co-workers
- Dissatisfaction with pay or benefits
- I do not like the work itself
- I am taking time off to spend more time with my children
- Poor training and development opportunities
- I have been discriminated against
  (Link to Open-ended response) If you feel you have been discriminated against please describe the situation
- Job security
- Other
  (Link to Open-ended response)

Please share any comments regarding your reason for leaving the organization.
(Open-ended response)

**Next, we would like to ask you a set of questions about your job. Please indicate the extent to which you agree with each of the following statements.**

- My job provided sufficient challenge.
  Strongly Disagree, Disagree, Agree, Strongly Agree

- My job gave me the opportunity to use my knowledge and skills.
  Strongly Disagree, Disagree, Agree, Strongly Agree

- My workload was too high.
  Strongly Disagree, Disagree, Agree, Strongly Agree

- I had sufficient resources to complete my work.
  Strongly Disagree, Disagree, Agree, Strongly Agree
I felt safe at work.
   Strongly Disagree, Disagree, Agree, Strongly Agree

I had career advancement opportunities at MSU.
   Strongly Disagree, Disagree, Agree, Strongly Agree

I enjoyed my work.
   Strongly Disagree, Disagree, Agree, Strongly Agree

When working, I knew what was expected of me.
   Strongly Disagree, Disagree, Agree, Strongly Agree

I could do my job the way the way that I thought was best
   Strongly Disagree, Disagree, Agree, Strongly Agree

My job was boring
   Strongly Disagree, Disagree, Agree, Strongly Agree

I had the opportunity to make important decisions regarding my job.
   Strongly Disagree, Disagree, Agree, Strongly Agree

Please share any other thoughts or feedback regarding your job.
   (Open-ended response)

The next set of questions are about your supervisor.

My supervisor asked for staff feedback regarding departmental issues.
   Strongly Disagree, Disagree, Agree, Strongly Agree

My supervisor praised and encouraged staff.
   Strongly Disagree, Disagree, Agree, Strongly Agree

My supervisor distributed work fairly.
   Strongly Disagree, Disagree, Agree, Strongly Agree

My supervisor addressed coworker’s performance problems effectively.
   Strongly Disagree, Disagree, Agree, Strongly Agree

My supervisor followed organizational policies and procedures.
   Strongly Disagree, Disagree, Agree, Strongly Agree

My supervisor was a positive role model.
   Strongly Disagree, Disagree, Agree, Strongly Agree

My supervisor supported my education and development.
   Strongly Disagree, Disagree, Agree, Strongly Agree

My supervisor established clear and reasonable work expectations.
   Strongly Disagree, Disagree, Agree, Strongly Agree

My supervisor was knowledgeable about my work.
   Strongly Disagree, Disagree, Agree, Strongly Agree

My supervisor gave me credit for my work.
   Strongly Disagree, Disagree, Agree, Strongly Agree

My supervisor acknowledged the contributions I made to the organization.
   Strongly Disagree, Disagree, Agree, Strongly Agree

My supervisor created a work environment that motivated me to perform at my highest level.
My supervisor provided me with feedback regarding my performance.

My supervisor thanked me for my efforts.

My supervisor gave me the authority necessary to do my job.

My supervisor was approachable.

My supervisor treated me with respect.

My supervisor was accountable for his/her actions.

My supervisor was honest.

My supervisor supported my ideas.

My supervisor created an open environment for communication

I felt I could trust my supervisor

Please share any other thoughts or feedback about your supervisor.

The next set of questions are about your department.

Employees in my department are cooperative

Communication amongst employees within my department was sufficient.

My department had sufficient resources to perform our work

Work in my department was performed in a safe manner

Employees in my department treat others with respect

Please share any other thoughts or feedback about your department.

(Open-ended response)
The next set of questions are about MSU as an organization.

MSU treats employees fairly.
   Strongly Disagree, Disagree, Agree, Strongly Agree

MSU values its employees.
   Strongly Disagree, Disagree, Agree, Strongly Agree

MSU serves students well.
   Strongly Disagree, Disagree, Agree, Strongly Agree

MSU provides a high quality education.
   Strongly Disagree, Disagree, Agree, Strongly Agree

I trust the administration at MSU
   Strongly Disagree, Disagree, Agree, Strongly Agree

The administration at MSU has a clear vision for MSU as an organization.
   Strongly Disagree, Disagree, Agree, Strongly Agree

The administration at MSU effectively communicates messages to employees.
   Strongly Disagree, Disagree, Agree, Strongly Agree

The work MSU performs makes you feel your job is important.
   Strongly Disagree, Disagree, Agree, Strongly Agree

Rationale for administrative decisions at MSU is clear and transparent.
   Strongly Disagree, Disagree, Agree, Strongly Agree

I would recommend MSU as a good place to work.
   Strongly Disagree, Disagree, Agree, Strongly Agree

The next set of questions are about pay and benefits at MSU

Given my skills, responsibilities, and job performance, I was fairly compensated.
   Strongly Disagree, Disagree, Agree, Strongly Agree

MSU offers a good benefits package.
   Strongly Disagree, Disagree, Agree, Strongly Agree

What suggestions do you have regarding pay and benefits at MSU?

Open-ended Questions

What could MSU do to serve students better?

What could MSU do to serve employees better?

Do you have any suggestions for improving MSU policies, procedures, buildings, or strategy?

Please provide feedback regarding any concerns you may have had while working at MSU that were not included in the questionnaire above. Comments and Suggestions:
**Demographics**

What is your age?
- <30
- 30-34
- 35-39
- 40-44
- 45-49
- 50-54
- 55-59
- 60+

What is your gender?
- Male
- Female

How many years have you been working at MSU?
- 0-4
- 5-9
- 10-14
- 15-19
- 20-24
- 25-29
- >30

What division do you work in?
- Academic Affairs
- Finance & Administration
- Information & Technology Services
- President’s Division
- Student Affairs
- University Advancement

What is your position?
(Scroll Down Menu)
- Front Line Staff
- First Line Supervisor
- Mid-level Manager
- Director/Department Head/Dean
- Executive (Vice President and above)
- Faculty
- Academic Department Chair

Which of the following best describes your sexuality?
- Gay/Lesbian
- Bisexual
- Heterosexual
- Other __________

What is your Ethnicity?
- White
- Black or African-American
- American Indian and Alaska Native
- Asian
- Native Hawaiian and other pacific islanders
- Hispanic or Latino
- Hmong
- Japanese
- Korean
Filipino
Chinese
Vietnamese
Samoan
Other _________
Mixed Race __________
Appendix C: Multiculturalist vs. Monoculturalist

A multiculturalist equally embraces all cultural groups and believes that diversity is an essential component of an organization's identity. Embracing multiculturalism is embracing the quality of all cultures. This is actualized through learning about each other's music, history, literature, art, customs, heroes, etc.

In contrast, monoculturalism implies a normative cultural unit or a pre-existing homogeneity.
Appendix D: Recognizing Tribally Centered Cultures

Unique transfer agreement: in an effort to recruit Menominee students, UW-Madison now recognizes courses based on indigenous knowledge.

Recognizing Tribally Centered Cultures
By Mark Anthony Rolo
Mar 22, 2007, 14:10

Recognizing Tribally Centered Cultures
When Native students transfer to mainstream institutions, the biggest obstacles to overcome often involve the admissions office.

By Mark Anthony Rolo

MADISON, Wis.
The drive from the Menominee Indian reservation to the University of Wisconsin-Madison may only be three and a half hours, but for American Indian students like Fawn Youngbear-Tibbitts, the journey towards completing a college degree can’t be measured in mere miles.

Youngbear-Tibbitts is one of a growing number of tribal college graduates pursuing a four-year degree. After earning her associate degree from the College of Menominee Nation, Youngbear-Tibbitts — who is a member of the White Earth Band of Ojibwe — set her sights on UW-Madison.

Transferring from a two-year institution to a four-year one can be stressful under the best of circumstances, but for Youngbear-Tibbitts and three other Menominee students, the road to UW came with its share of challenges. Fortunately for Youngbear-Tibbitts, adjusting to a more diverse cultural community was not one of the obstacles. “It’s pretty hard for me to get culture shock,” she says. “I’ve lived in New Zealand and other places. I didn’t have the problems that many Native students experience when they move away from home.”

Youngbear-Tibbitts says she knew going to UW-Madison full time would create more financial hardships for her family. But the single mother of two-year-old twin boys says the most challenging aspect of her transfer was convincing UW that the coursework she completed at Menominee was rigorous enough to prepare her for the four-year institution.

“I knew I was academically prepared. I know how to write a research paper,” she says. “But I still had to take some courses over.”
Youngbear-Tibbitts chose not to argue with the university over those few base-level science courses, especially since she believes she would never have been accepted at all if it weren’t for a unique transfer agreement between Menominee and UW. In an effort to recruit Menominee students, UW-Madison now recognizes courses based on indigenous knowledge. Youngbear-Tibbitts’ academic focus — sustainable development — was one of the disciplines specifically targeted by UW.

Like all of the nation’s 34 tribal colleges, the College of Menominee Nation promotes broad higher education within the context of a tribal culture. Language, history and ceremony are among the foundations on which the college’s education programs are built.

Menominee’s articulation agreement with UW-Madison has been four years in the making. Though the college has transfer agreements with other UW campuses in the areas of education, nursing and social work, many thought the sustainable development program couldn’t co-exist with UW-Madison’s natural resources program.

“We had to have a meeting of the minds that was based on respect,” says Dr. Kevin McSweeney, a professor of soil science and director of UW’s arboretum. McSweeney was instrumental in helping negotiate the articulation agreement. He says the idea to explore an agreement between the two institutions first came up four years ago, when he was working with the tribal college on natural resource management issues. But before any agreement could be seriously discussed, McSweeney says Menominee and UW-Madison had to come to terms with some basic cultural differences.

“This relationship required a fair amount of getting to understand each other, developing an appreciation of different worldviews,” he says.

But finding common ground between the institutions wouldn’t be enough, he says. Menominee students would also need help adjusting to a non-reservation environment, especially on a campus of more than 30,000 students.

Youngbear-Tibbitts says the head of the life sciences communication department played a significant role in her transition from the reservation to UW-Madison.

Dr. Jacqueline Hitchon McSweeney, Kevin McSweeney’s wife, helped Youngbear-Tibbitts locate an apartment in Madison and advocated for her to receive course credit for speaking her native language of Ojibwe. Youngbear-Tibbitts, who grew up around Ojibwe speakers and took formal classes, says she was surprised to discover that UW didn’t accept Ojibwe as a valid non-English language. But with Hitchon McSweeney’s help, she managed to convince admissions officials to change their requirement. Instead of sitting down to take a written exam, Youngbear-Tibbitts tested out of her language requirement via a phone conversation with a UW faculty member who spoke Ojibwe.

“It made perfect sense to test over the phone,” she says. “Ojibwe is an oral language.”

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Appendix E: Military Special Initiative

3,000 Minnesota National Guard Soldiers
Return to Minnesota July/August 2007
Special Initiative

The military reports to be the most diverse organization in the United States. Minnesota State University, Mankato will undertake a special initiative to recruit the 3,000 Minnesota National Guard soldiers who will be returning to Minnesota in August and September 2007. Because the soldiers have been gone for quite some time they will need help reconnecting with civilian life and re-establishing themselves.

Recommendations:

• Hold a meeting with President Davenport and the General.
• Have a special visit with soldiers in the Middle East and Asia in order to deliver materials and recruit soldiers for our academic programs. (Betty Young and Linda Duckett would serve as ambassadors.)
• Have a special visit with the Minnesota National Guard soldier’s families and work with the Chaplain to determine individual and family needs.

Program Development

• One-Day Planning Retreat, General as key-note speaker
• Solicit names of returning soldiers from Minnesota National Guard
• Develop and send specialized recruitment letters
  o letters to college graduates (officers, and those considering graduate study)
  o letters to undergraduate prospects (encouraging them to take courses)
• Recruitment materials for MSU: Brochures, Website, Videos, Letters
  o Facts about MSU and Mankato
  o Academic programs
  o Opportunities for soldiers and their families
  o Admissions
    ▪ Waive Admissions fees
    ▪ Rolling admissions
    ▪ Special admits
  o Scholarships
  o Financial Aid
    ▪ GI Bill
    ▪ Other specialized programs?
  o Articulation agreement, minimum of nine hours credit for life experience, with other possibilities depending on area of study
o Business cards (laminated?) that list all contact people and contact information, offices, e-mail addresses, and phone
o Registration materials, to include all pertinent information

Special Welcome

- Specially trained ambassadors (ROTC students?) to host tours of campus for returning military and their families
- Orientation week, fun activities, programs, food, sports, building a new community
- Community building and relationship building (out of military, life together, facing independent life here)

Support Programs

- Veteran’s Center (enlarge and expand current Veteran’s Center)
  o All services available
  o Based on models of Women’s Center, LGBT, Institutional Diversity
  o Staffed with resource people
  o Assistance with university forms and processes
  o Counseling for soldiers and families
  o Gym and fitness
  o Entertainment
  o Recreation Facilities
  o Student Activities
  o Family housing (creative housing)
  o Child care

- Academic Offerings
  o Course for veterans (transition to civilian life) based on First-Year Experience course (transition to college)
  o Topics courses in counseling, relationships (to be developed by Jackie Lewis) other?
  o Ropes Course
  o Specialized health and wellness program (physical fitness)
  o Credit based on life experience
    - Nine credits for all returning soldiers
    - Specialized credit by exam as per department approval
    - Physical education

- Veteran’s Day Convocation, military style, pomp and circumstance, for all Minnesota soldiers and families
Proposed Task Force Members

- Lt. Col. Cooper, ROTC and Professor of Military Science
- Betty Young, Henry Morris, and Linda Duckett, Diversity Commission Co-Chairs
- Mike Fagin, Institutional Diversity
- Deidre Rosenfeld, Women’s Center
- Jackie Lewis, Department of Counseling and Student Personnel
- Jennifer Guyer-Wood, Career Development
- Stacy Stoldorf, Veteran’s Center Staff
- Tom Gjersvig, International Student Office
- Caryn Lindsay, International Programs
- Pat Swatfager-Haney, Student Affairs
- *Admissions Office representative*, to help with applications
- *Financial Aids representative*, specialist with GI Bill
- Julie Snow, Office of Disability Services
- Brenda Flannery, Undergraduate Education
- Wendy Schuck, Asst. Director, Drug and Alcohol Education
- Avra Johnson, Institutional Planning
- Pat Lipetzky, Distance Learning
- Anne Blackhurst, Graduate Office
Appendix F: Model from Athletics for Active Recruitment

Recommendation:
Apply this model to recruitment in other areas such as for recruitment of minority students, and faculty, and staff.

We need strong minority people working in recruitment

Human Resources:
Hire minority faculty to build base to recruit students

Action Step:
Hire Minority Recruitment Specialist in Admissions

- Train some of the coaches who do student athlete recruitment to do general student recruitment for diverse populations (a matter of outreach) for cost effectiveness.
- Maintain and collaborate with the Student Athlete Diversity Council (SADC), a pilot project this year. Students come together with a platform to share concerns. This creates a positive influence because students have a voice and sense of importance. This organization within the body of student athletes has done well. Meetings are held once a month, with about 30 to 40 students attending. Some positive aspects for SADC in active recruitment include:
  - Community service projects
    - On Martin Luther King day 68 young people attended a one-day camp and clinic with student athletes and coaches
  - Help with athletic and diversity recruitment
    - **Project double-up**, students go back to their communities of peers, school, church, community center to talk about their experiences and leave information behind, cards for more info (ambassadors)—This is a fledgling effort in the early stages of application.
    - Participation in Pan African Conference (to earn an academic credit)
      - Host a dance Saturday night
  - Students can voice concerns and the Athletics department follows-up to get answers
- A former diversity and athletic employee was going to pattern diversity recruitment (along with general recruitment) after Athletic’s idea of recruitment, an intensive process with many visits, phone calls, follow-ups, and hosted guest visits here.
- More personal contact, cost, time, and personnel needed to make this happen
- Once the critical mass of diverse student, faculty, and staff are in place, other things will become more successful in creating and maintaining opportunities, such as project double-up and minority fraternities and sororities
- More than the initial contact, follow-up is essential and critical. Follow-up will include campus visits, underwritten costs, calls, and notes.
PRE-COUNSELING ORIENTATION
Pre-counseling as a model to use toward diversity provides:

- Good counseling creates understanding to diverse students for their financial packages and with their projected financial liability.
- Disclosure form modeled from NCAA
- Review of Student Athlete Handbook
- Information regarding the requirement that every student athlete is required to fill out a FAFSA form every year
  - athletic talent grants renewable on a year to year basis (intention for four years)
- Prepared coaches who do research homework before bringing students to campus. Coaches need to do their best to identify students who will be successful, have a problem with the MSU Student Responsibility Code, or lack of academic commitment that can jeopardize scholarship standing
- Degree progress requirements as routinely and regularly monitored for the current semester and for the academic degree program by the Registrar and Athletics staff. Academic problems result in loss of eligibility. The system is flagged when a student drops a class.
- Mechanism is currently in place for a student losing their scholarship. An appeal process is available through Financial Aid as in the Student Athlete Handbook.
- Athletic policies mirror NCAA policies

RECRUITMENT/ RETENTION

- Recommendation for athletic scholarships to continue at in-state tuition rates even when student no longer participates in athletics
- Currently a flaw in the university’s system, nobody is flagging these students anymore for receiving in-state tuition.

RECOMMENDATION

In-state tuition to continue through graduation for students here on talent-based recruitment such as music, theatre, dance, and other talent-based fields.

- Student athletes
  - Provide counseling for these students the semester before eligibility is over
  - Provide post-eligibility counseling, advising check list, and an exit interview regarding financial aid, academic standing, and goals.
  - Provide and maintain scholarship dollars throughout the year when student eligibility ends mid-year provided the academic standing and Student Responsibility Code expectations are positive.