The President’s Commission on Diversity has experienced a very productive year of discussions, meetings, and sub-meetings. One of the biggest challenges that we discussed with President Davenport prior to our work this year was some of the frustration our commission members have felt over issues of feeling productive in contributing to a healthy climate for diversity on our campus and taking meaningful steps toward a more inclusive campus atmosphere without replicating efforts from other areas on campus. After our discussions, President Davenport charged our commission with the following five objectives:

1. The Commission will meet with Henry Morris, Dean of Institutional Diversity and Lynn Akey, Assistant Vice President for Institutional Research, to review institutional and System goals related to diversity and recommend strategies to help achieve these objectives.
2. The Commission will identify problems related to diversity on campus, recommend solutions for addressing issues, and ensure these solutions are reflected in the Commission’s work plan.
3. The Commission will continue to research and recommend best practices for recruiting and retaining faculty, staff, and students of color.
4. The Commission will recommend various approaches to more effectively promote talent at MSU for underrepresented faculty, staff, and students.
5. The Commission will develop a plan for helping to educate others about diversity to further enhance the campus climate for diverse populations.

We began our discussions in October on these five areas. We invited Lynn Akey to address our Commission members to discuss the performance measures outlined by the MnSCU system office, and to better understand how our diversity initiatives relate to the system efforts. We invited Kelly Meier to talk to the Commission as well. She shared her expertise on creating diversity plans and agreed to join our commission to advise us on our work to formulate a diversity plan for our campus. Our regular meetings with Dean Henry Morris provided guidance and direction for our efforts. We quickly formed three sub-committees: one to address the diversity performance measures, one to address the promotion and recognition of talent of diverse staff and faculty, and one to address a diversity graduation requirement. The sub-committees met on a regular basis throughout the academic year and recently presented their recommendations to the full Commission membership. The purpose of this document is to present the collective recommendations of the Commission.
Initiatives:

Two efforts were put into effect prior to this recommendation. Addressing the issue of disconnected efforts across campus, the Commission decided early to have a joint meeting with parties across the campus that are working on issues of diversity. Our first joint meeting was held on February 14, 2014. We invited representatives from each of the colleges to come and talk about what was happening in their colleges on issues of diversity and ask them what they needed from us to be more productive. Approximately 35 faculty and staff members attended the joint meeting. The discussion allowed us to see what efforts were already being undertaken and what areas were still necessary to address. From the conversation we discovered that we need to work to reopen lines of communication between our commission and the various colleges, align our efforts, and share resources including ideas on how to move forward on our campus. Toward these ends, we recommend that the President’s Commission on Diversity conduct a joint meeting at least once during each academic year and preferably twice – once each semester.

A second effort that was put forward to the President in February developed from our discussions of how we can promote and support diverse faculty on our campus. We started an initiative similar to one promoted by the President’s Commission on the Status of Women where a candidate is chosen to attend leadership training at one of the HERS institutes. We identified a leadership training institute – The Executive Leadership Academy at the University of California, Berkeley – that was focused in leadership and diversity. A call for applicants and nominations was put out to the campus community. We received two applications. The sub-committee tasked with the promotion of talent discussed the candidates and identified their strengths and weaknesses. These were forwarded to President Davenport and Dr. Agnes Odinga was chosen as our first leadership attendee to be sponsored by the President’s Commission on Diversity. In the future we would like to offer a choice of training opportunities that will allow for diverse faculty and staff applicants to choose from opportunities that fit within their interests and within their time frames of availability. The Executive Leadership Academy will remain one of these options. We would also like to require that the chosen candidate participate in recruiting the next year’s cohort of applicants by sharing their experience with attendees at the annual Professional Development Day in January. The Commission would also like to require the candidate to sit on the Commission the year following their training to lend their knowledge and skills to the efforts of our commission.

Please see Appendix A for further details concerning the PCD Diversity Leadership Opportunity and materials used for the 2013-14 competition. The Commission would like to recommend that the Diversity Leadership Opportunity continue as outlined as an annual opportunity offered through the Commission on Diversity. Funding for this opportunity would range from $5000.00 to $8000.00 and provide the university community with invaluable benefits including the retention and promotion of diverse faculty and staff, role models for the recruitment of diverse
faculty, staff and students, and increase organizational understanding of techniques for leading in a multicultural world.

**Recommendations:**

**Promotion of Talent Sub-Committee**

Additionally, the promotion of talent sub-committee worked to identify an initiative that would help spotlight and recognize the efforts of promoting diversity made in our community. We feel that one way to show our commitment to diversity is to reward and celebrate those who are working to put diversity at the forefront. To this end, the Commission would like to recommend a Presidential Diversity Award.

Qualifications for the award would range from a number of different efforts including but not limited to the demonstration of excellence in the recruitment of people of diversity, excellence in the academic mentoring of students of diversity, excellence in the advocacy of people of diversity both on campus and in the community, and excellence in community leadership in areas of diversity.

We recommend that this award be commemorated with an individual plaque for the recipient and also a permanent plaque that would list each yearly awardee to be displayed on campus. The awardee would be featured on the President’s Commission on Diversity website, with a page dedicated to each year’s winner. A small stipend of $500 for professional development would be awarded to the recipient as well to aid them in their efforts.

Please see Appendix B for complete details from the sub-committee on the recommendation. The Commission would be responsible for the call for nominations and evaluation of the nominees. Strengths and weaknesses would be evaluated and presented to the President by the end of Spring Semester. President Davenport would make the final selection and the award conferred at the Fall Convocation.

**Diversity Requirement Sub-Committee**

A few years ago, President Davenport spoke at convocation about the need for an experiential diversity requirement for students graduating from MSU. This requirement would not be credit bearing and would improve the cultural competency of our graduates. Our sub-committee took a look at how this diversity graduation requirement could work. Meetings with a number of technical experts from the registrar’s office and IT helped to develop how the requirement could be tracked on campus outside of a credit-bearing course. We discussed various options for how the requirement could be structured.
The consensus of our Commission is that it is a feasible initiative that could restructure the current diversity requirement that has not worked out as planned. The purple and gold structure of classes was meant to provide experiential opportunities for students through the gold courses. Unfortunately, gold courses have not been created in the numbers that were hoped for. By restructuring the requirement we may be able to include both the experiential and the purple diversity requirement to provide a solid diversity foundation for all students.

Students would be required for the experiential requirement to attend 8 events over the their educational career. This would be possible to be accomplished in as little as one semester or spread out to as little as one event a semester. Students would need to choose eight approved events with no more than three from any one of the following four categories:

1. Domestic ethnic diversity
2. LGBT/Gender
3. Accesibility/Non-Traditional
4. International

Events would need to be approved through a central process that could include the standard offices that provide services for the four categories of students. However, other events could be approved as well. Two things will need to be addressed to make this functional – an approval process for certifying events for inclusion and the enforcement of use of a centralized calendar to list events that meet the requirement.

Please see Appendix C for further details on this diversity requirement plan. The sub-committee has also included ideas on an initial test launch for the requirement through a pilot program launch. The President’s Commission on Diversity leadership team of Dr. Rhonda Dass (current chair), Julie Snow (past chair) and Thomas Gjersvig (chair elect) were invited to present the idea for the Deans Council on March 26, 2014. The deans were very receptive to the initiative and had constructive ideas to contribute to the discussion. Some concerns have been presented from the faculty organizations, in particular as it reflects on student requirements and credits. This is a discussion that will need to happen with the members of UCAP.

Performance Measures Sub-Committee

The most challenging of our charges is to look at what is being done on campus, identify problems related to diversity and recommend solutions. One issue we have encountered in the past has been the balance of disclosure of diversity issues and the fear of increased pressure in delicate situations. The Commission has conducted listening panels in the past that have been focused on creating a space where students, faculty, and staff could discuss their problems without fear of retribution. However, power dynamics rarely allow for full disclosure and we have found that most people will not attend and discuss things until they are committed to leaving
the MSU community. Our commission members could not see a way to get at the issues without exposing people. An alternate suggestion on how to address this situation was brought up by our sub-committee.

After examining the records, the sub-committee found that a campus climate survey has not been conducted in over seven years. We recommend that a campus climate assessment would provide a firm foundation for the next institutional diversity plan, allow for an outside investigator to speak with students, faculty and staff on issues of diversity on campus, and prepare us to address situations we may not be aware of at this time.

Sue Rankin & Associates were contacted to make a proposal on how we could conduct a two year campus climate assessment and develop a comprehensive diversity plan based on the resulting data. Their plan is to conduct an assessment based on focus groups, interviews, and surveys. Please see Appendix D for further details. The five phases of the proposed project would allow us to implement a new diversity plan as the current one being created by our commission is expiring. The project is estimated to cost $65000 over the two-year process.

Our Commission recommends the hiring of Sue Rankin & Associates to conduct the two-year assessment of campus climate as early as Fall 2014. Knowing fully where we stand can only aid us in moving forward on issues of diversity. We anticipate that the campus climate assessment will lead to a full array of initiatives to address all areas of diversity on our campus.

**Diversity Training**

Most of our work this year has focused on training – educating if you will – people on issues of diversity, both the bad and the good that happens on our campus, to create a more inclusive understanding of diversity on our campus.

One recommendation that would be at the base for any projects we undertake would be to provide training for everyone on what diversity is and how central it is to our campus and our success as a community. We need to find ways to incorporate training for new and existing staff members, faculty, administrators, and students. We cannot fully address diversity on our campus until everyone in our community knows that we hold diversity as one of our core values for our campus and community. This can be address through the inclusion of diversity training for all new employees – permanent and temporary – and for every student employee.
Appendix A

(Email to President Davenport from Dr. Rhonda Dass on February 20, 2014)

Our commission has been working on ideas to promote the talented people within our community who champion diversity on our campus. We would like to start a training initiative similar to that offered by the President's Commission on the Status of Women sending women to HERS training each year. We would like to offer a faculty or staff member with permanent status on our campus an opportunity to attend a leadership program that focuses on diversity. This year we have the opportunity to send a representative to the Executive Leadership Academy held at the University of California, Berkeley.

We have, however, a very short turn around time. We want to start the initiative this year, but time is short. We would need to put out a call yet this week to get applicants, choose a candidate and get them registered for the March 24, 2014 academy start date. I have attached all relevant materials to this email for your examination. If we could get your approval to go ahead, I would like to get the call out before the end of the week.

In the following years, we plan to offer options of which leadership training opportunity the candidates may attend. We believe it will be an excellent way to show our university's commitment to diversity and provide tools for new avenues for promotion to our faculty and staff. Thanks for your consideration.
Call for Applicants/Nominations

The President’s Commission on Diversity is accepting applications for a representative from Minnesota State University, Mankato to attend the annual Executive Leadership Academy at the University of California, Berkeley. The purpose of the Academy is to advance leaders for a multicultural future. It offers an intensive training experience inspired by the need to adapt to an increasingly multicultural and international environment and guided by a faculty of successful executives and scholars. ELA’s highly interactive curriculum will be most useful to administrators and faculty from the United States and abroad ready to take the next step in preparing themselves for leadership in today’s rapidly changing academic environment. Faculty and staff who have a commitment to diversity are encouraged to apply or nominate someone they feel will benefit from leadership training. See procedures below.

The Executive Leadership Academy if sponsored by the American Association of Hispanics in Higher Education, Inc. and the Center for Studies in Higher Education. The 4th ELA will be held at the Claremont Hotel and Spa, Berkeley, California March 24 – 28, 2014. You may access further details by visiting the Executive Leadership Academy web site at the following address: http://cshe.berkeley.edu/events/4th-executive-leadership-academy

Application procedures

All applications/nominations should include

- A brief CV (Limit 4 pages)
- A completed application or nomination form (see attachments)
- Short answers to the President’s Commission on Diversity questions (see attachments)
- A letter of support for your application from a supervisor, or a letter of explanation for a nomination

Submit by email or hard copy to rhonda.dass@mnsu.edu or to Rhonda Dass, 359 Trafton North, by noon, Monday, February 24, 2014.

The PCD will review applications and make recommendations. President Davenport will select the ELA representative and applicants will be notified no later than March 3, 2014.
Please address the following questions:

1. Identify your immediate professional objective.
2. Explain how you express your commitment to diversity in your professional life.
3. What are the strengths you bring to a diverse campus?
4. Outline the ways you think your attendance at the Academy will help you achieve your objectives and/or serve the University.
Appendix B

Talent Sub-Committee Proposal
Nomination for the Presidential Diversity Award

Suggestions for President Davenport regarding the Presidential Diversity Award:
1) We would like to see the award be presented at convocation.
2) We would like the recipient to receive an individual plaque of recognition, as well as a public plaque.
3) We would like to construct a webpage dedicated to the honoring of this achievement, which would be located on the Commission of Diversity website. The webpage could include a short article on the recipient of the award.
4) We would like the award to include a $500 stipend to be used for professional development.
5) The call for nomination would read as follows:

The President's Commission of Diversity is seeking nominations for the Presidential Award for Diversity to be presented at convocation 2014-15. Nominations (either by self or by others) must be received by March 28th, 2014. Criteria for selection will include the following diversity goals:

Point 1: Demonstrated excellence in the recruitment of people of diversity. This can include outreach, institutional research, advertising of programs, program development, etc.

Point 2: Demonstrated excellence in the academic mentoring of students of diversity. This can include advising students and student groups, fostering research, promoting academic excellence, etc.

Point 3: Demonstrated excellence in the advocacy of people of diversity both on campus and in the community. This can include championing issues of diversity, promoting diversity events, promoting inclusivity, encouraging cultural boundary crossing, outstanding actions on behalf of individuals, educating people on ways to enhance the campus cultural climate, etc.

Point 4: Demonstrated excellence in community leadership in areas of diversity. This can include community outreach, community education, leadership in community organizations and events, etc.

Please click this link to submit a short letter explaining how your nominee demonstrates excellence in the area of diversity. Once nominated, nominees will be contacted by email and requested to send a C.V. and supporting materials to the following email address at comissionondiversity@mnsu.edu by April 11, 2014.
Appendix C

Draft Proposal of Diversity Graduation Requirement

*Editor’s Note*: We have included questions that may still need to be answered/addressed in *italics* to differentiate them from things that have been discussed more thoroughly.

Our proposal to create a diversity graduation requirement is as follows:

I. Overall Goal
   a. Undergraduate students will be required to meet an experiential graduation requirement for cultural competency that will be based on participation in qualified events. The diversity requirement will be reflected in the Undergraduate Bulletin and on student transcripts upon graduation.
      i. Students’ participation in events will be tracked with an online delivery system developed by IT. Initially, the online delivery system for the pilot may be D2L.
      ii. The requirement will be introduced at orientation and included in Academic Advising.
      iii. Online/off-campus students? Transfer students? Decisions will need to be made eventually about how to handle these situations.
   b. To complete the diversity requirement, students will need to attend a total of eight (8) qualified diversity events in four (4) different categories, with no more than three (3) events in any one (1) category.
   c. The proposed event categories are:
      i. Domestic Ethnic Diversity
      ii. LGBT/Gender
      iii. Accessibility/Non-Traditional
      iv. International
         1. Involved offices will be asked to provide a definition of the various categories to be used in the criteria for selection. These offices would include Institutional Diversity, the Multi Cultural Center, the Women’s Center, the LGBT Center, the Disabilities/Accessibility Center, the Non-Traditional Student Center, and the Kearney International Center
   d. The departments of Institutional Diversity, the Multi-Cultural Center, the LGBT Center, the Women’s Center, Accessibility Services, the Non-Traditional Center, and the Kearney International Center will be primary partners in determining qualified events. Academic departments may be added to the pre-approved list.
i. For another group to have a qualified event, they will need to co-sponsor or partner with one of the pre-approved departments.

ii. Qualified events will be identified in their advertising by a logo to be created for the requirement.

iii. Planned assessment/evaluation of how well events meet their goals will be required for any qualifying event.

iv. *A determination will need to be made about whether volunteering for an event can also qualify as participating, as well as the status of “double dipping” with other requirements.*

II. **The PCD strongly recommends the implementation of a Central Events Calendar in order to simplify the process of finding qualified diversity events, as well as other events on campus. A central calendar currently exists but is utilized primarily by Athletics.**
   a. Departments and groups could be trained and strongly encouraged to utilize the centralized calendar already in existence. The current calendar is housed at [http://www.mnsu.edu/calendar/events/](http://www.mnsu.edu/calendar/events/).

III. **When students near graduation, their diversity requirement status will be transferred to the registrar’s office.**
   a. *It must be determined who or which office will be responsible for checking on this requirement during the final graduation review. It looks like it would need to be the Registrar’s office, but there may be other options.*

IV. **Run a Pilot of the program beginning in Fall 2014 to run through the end of Spring 2015 for specified groups to complete their newly-created requirement, specifically First Year Experience students and Learning Community residents.**
   a. The initial requirement for the pilot will be one diversity event per semester during the 2014-2015 academic year.
   b. IT will determine which electronic tracking system will be utilized and how it will be implemented.
   c. Students from the target group will be added to the tracking system.
   d. An Ad-Hoc Diversity Requirement Committee will be designated to monitor the pilot and address any issues that come up. Several members of the current committee who are scheduled to rotate off the commission are willing to serve for the 2014-2015 academic year.
   e. For the sake of simplicity with technology, initially events will be designated for only one category, and the organizing group will need to choose which category they wish to designate.
   f. A logo will be designed by a student worker in the Kearney International Center that can be used for advertising of designated events on posters, etcetera, and will designate which category the event will “count” for.
   g. The pilot will be evaluated by June 2015, will seek input from participants, and make adjustments to the program as needed.
V. **Evaluate feasibility of the program as structured based on the pilot.**
   a. Survey participating students about their experience.
   b. Meet with IT representatives to discuss IT aspects of the pilot and make changes to the technology aspect of the requirement based on their feedback.
   c. Meet with or survey event-organizing organizations to find out about their experience with the process and make any necessary tweaks.
   d. Inform all who might hold qualified events of essential technology and education component requirements by June 2015
   e. Change the protocols of the program to reflect relevant feedback

VI. **Implement the requirement beginning with incoming first year students for Fall 2015.**
   a. Ensure that the requirement is detailed in the Undergraduate Bulletin.
   b. Market the requirement as an added benefit for getting a degree from MSU, Mankato
   c. Work with New Student Orientation to introduce the requirement during orientation
   d. Train SRCs in the specifics of the requirement and ask that it be included in advising sessions
   e. Have a notation about the requirement added to students’ transcripts
Appendix D

DRAFT Proposal of the performance measures sub-committee

The President’s Commission on Diversity (PCD) recommends conducting an institutional campus climate assessment to provide a foundation for the next institutional diversity plan. The assessment would address three of President Davenport’s 2013-2014 PCD charges:

1. “Review institutional and System goals related to diversity and recommend strategies to help achieve these objectives.”
2. “Identify problems related to diversity on campus, recommend solutions for addressing issues and ensure these solutions are reflected in the commission’s work.”
3. “Continue to research and recommend best practices for recruiting and retaining faculty, staff and students of color.”

The commission proposes that Minnesota State Mankato procure the services of Sue Rankin & Associates to perform a comprehensive campus climate assessment. Sue Rankin is an Associate Professor of College Student Affairs and Higher Education, Penn State University. Sue has conducted campus climate assessments for 18 years, and has developed a 5 phase climate assessment system. Between 2008-2011, Rankin and Associates performed campus climate assessments at all University of Wisconsin campuses and has worked with over 100 schools & organizations across the nation.

Attached is a detailed proposal from Rankin & Associates outlining a five phase climate assessment for Minnesota State Mankato. This assessment will provide detailed data that the University needs to move forward with a “Plan for Diversity, Equity, and Community” (Rankin & Associates, 2014).

The information from Rankin & Associates will provide MSU with: (1) assessment of the current campus/organizational climate via focus groups, interviews, and surveys to identify current strengths and challenges; (2) analysis and synthesis of the data collected; (3) summary reports and presentations; and (4) recommend strategic initiatives to build on the success and address the potential challenges offered by community members in the assessment process.
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# APPLICATION FORM

This program often fills to capacity, so early application is recommended. *(All fields are required to be filled in!)*

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| Is your institution: private □ or public □ | two year □ or four year □ |
|--------------------------------------------|---------------------------|--------------------------|
How long have you been in your current position (in years)? ____________________________

If faculty, please identify your discipline:

Department/School: ____________________________________________________________

College: _____________________________________________________________________
Education Background (include highest degree attained):

If accepted, how will you benefit from attending ELA:

How did you hear about ELA:

Please mail, fax or email application and brief curriculum vitae (CV) to:

**Center for Studies in Higher Education**  
University of California, Berkeley  
771 Evans Hall, #4650  
Berkeley, CA 94720

Fax: 510-643-6845

Email: cshe@berkeley.edu
Executive Leadership Academy
University of California, Berkeley
Claremont Hotel Club & Spa, Berkeley CA
March 24th – 28th, 2014

NOMINATION FORM

Considering your interest in higher education, we would like to invite you to nominate and recommend participants from your institution to the Executive Leadership Academy. Please fill out the two forms below. (If you are nominating yourself please complete the ELA application)

Please provide your contact information

First Name ___________________________________________ Last Name

Title __________________________________________________

Institution/Organization ______________________________________

Address __________________________________________________

Address __________________________________________________ (line 2)

City ___________________________ State ___________ Zip

Phone ___________________________ Fax

Email ___________________________
NOMINATION

First Name ___________________________________________________ Last Name

Title __________________________________________________________

Institution/Organization __________________________________________

Address _______________________________________________________

Address (line 2)

City __________________________ State _________ Zip

Phone __________________________ Fax

Email __________________________________________________________

If accepted, how will your nominee benefit from attending ELA:

Please mail, fax or email application to:

**Center for Studies in Higher Education**
University of California, Berkeley
771 Evans Hall, #4650
Berkeley, CA 94720

**Fax:** 510-643-6845  
**Email:** Cshe@berkeley.edu
Tuition and Hotel Fees

The tuition fee for ELA is $5,900. This includes curriculum material, continental breakfasts, deluxe lunches, and light refreshments for all 5 days, two premiere dinners, two complimentary evening shuttle rides to local restaurants around UC Berkeley and a certificate of completion. The tuition excludes hotel accommodations and will need to be made separately with the Claremont Hotel Club and Spa, Berkeley, CA.

The Claremont Hotel is offering a discounted rate of $175 - $199 per night, and will include 15% off all spa packages and a waived facility charge allowing guests to access the hotel gym, tennis courts, swimming pool and other resort privileges free of cost.

Application and Registration Process

1. If you would like to apply or nominate a candidate to participate in the ELA program, please fill out a nomination or application form at the ELA website and attach CV:

   http://cshe.berkeley.edu/ELA2014

2. Once accepted into the program, a link to the registration will be provided with an additional link to book hotel reservations.

3. Congratulations you have finished!
The Executive Leadership Academy (ELA) at UC Berkeley is a five day program that prepares college and university leaders to guide their institutions in a multicultural and global environment. ELA promotes key critical thinking skills, leadership and strategic planning for higher education officials. This knowledge may be utilized and applied to solving current issues at colleges and universities.

**Program Topics Covered:**

**Changes in Higher Education**
- Changing funding sources and expectations
- New requisite multicultural competencies
- Unexpected crisis management skills needed
- Unprecedented need for entrepreneurship and fundraising
- Rapidly growing multicultural and multinational populations in higher education institutions

**Leading with Long-Term Vision**
- Vital strategic, academic, and campus planning
- Faculty recruitment, retention and tenure
- Implementing evolving leadership models
- Budget, financial and resource management
- Fundraising, total resource development
- Risk management
- Governing board relations
- Transition and succession planning strategies
- Athletic program development and governance
- Public and media relations, and social media
- Executive career search strategies
- Technological advances to enable better marketing and public awareness

The Executive Leadership Academy enables executive administrators to lead in a dynamic and increasingly multicultural and multinational environment. Leaders in this new environment must have the knowledge and skills to work with individuals from a wide range of cultures and backgrounds. Professionals must be ready to excel within an environment of fundamental and accelerating transformation due to globalization, economic and technological changes.

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**Who Should Attend?**

The Executive Leadership Academy (ELA) is designed for individuals interested in preparing for appointments to executive positions such as deans, vice presidents, provosts, presidents, and chancellors.

**Why this Leadership Program?**

- Tailored experience for ELA Fellows, in a welcoming environment taught by renowned faculty and speakers.
- The Center for Studies in Higher Education at UC Berkeley is respected and prominent in the higher education system. Partnering with the American Association of Hispanics in Higher Education, a leading source of research and advocacy for Hispanics in higher education, creates a multicultural foundation anchored by strong higher education guiding principles.
- An opportunity to network with other higher education officials and faculty

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"I would recommend this academy to those who are ready to take their career to the next level. You will be attending a prestigious program that will not only make you a stronger applicant for future searches but will also enable you to become a more effective leader."

--Joseph Castro PhD
President, CSU Fresno
2011 ELA Fellow
Minnesota State University, Mankato
Climate Assessment Project DRAFT

PART 1: Overview of the Project

Project Title
Minnesota State University, Mankato Climate Assessment Project
An Examination of the Learning, Living, and Working Environment at Mankato State

Project Objective and Summary of Related Literature

Project Objective
Provide Mankato State with institutional/community information, analysis, and recommendations as it relates to climate. This information will be used in conjunction with other data to provide Mankato State with an inclusive view of their community. It is expected that the contractor and the institutional contact person will be in frequent communication to ensure project expectations are met. In an effort to gather a variety of data and assess the climate for Mankato State, Rankin and Associates, Consulting which has extensive experience conducting educational and institutional climate assessments and developing strategic planning initiatives based on those assessments, prepared this proposal.

Summary of Related Literature
One of the primary missions of higher education institutions is the discovery of and distribution of knowledge. Academic communities expend a great deal of effort fostering climates that nurture this mission with the understanding that climate has a profound effect on the academic community’s ability to excel in teaching, research, and scholarship. The climate on college campuses not only affects the creation of knowledge, but also affects members of the academic community who, in turn, contribute to the creation of the campus climate.

Reinforcing the importance of campus climate, several national education association reports advocate creating a more inclusive, welcoming climate on college campuses. Nearly two decades ago, the Carnegie Foundation for the Advancement of Teaching and the American Council on Education (ACE) suggested that in order to build a vital community of learning a

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1 Climate in educational institutions not only affects the creation of knowledge, but also has a significant impact on members of the academic community who, in turn, contribute to the creation of the educational environment (Bauer, 1998, Kuh & Whitt, 1988; Peterson, 1990; Rankin, 1994, 1998, 1999, 2003; Smith, 2009; Tierney, 1990). Preserving a climate that offers equal learning opportunities for all students and academic freedom for all is one of the primary responsibilities of educational institutions.
college or university must provide a climate where

…intellectual life is central and where faculty and students work together to strengthen teaching and learning, where freedom of expression is uncompromisingly protected and where civility is powerfully affirmed, where the dignity of all individuals is affirmed and where equality of opportunity is vigorously pursued, and where the well-being of each member is sensitively supported (Boyer, 1990, p. 9).

During that same time period, The Association of American Colleges and Universities (AAC&U) (1995) challenged higher education institutions “to affirm and enact a commitment to equality, fairness, and inclusion. (p. xvi)” AAC&U proposed that colleges and universities commit to “the task of creating…inclusive educational environments in which all participants are equally welcome, equally valued, and equally heard. (p. xxi)” The report suggested that in order to provide a foundation for a vital community of learning, a primary mission of the academy must be to create a climate that cultivates diversity and celebrates difference.

In the ensuing years, many campuses instituted initiatives to address the challenges presented in the reports. More recently, Milem, Chang, and Antonio (2005) proposed that,

Diversity must be carried out in intentional ways in order to accrue the educational benefits for students and the institution. Diversity is a process toward better learning rather than an outcome (p. iv).

The report further indicates that in order for “diversity initiatives to be successful they must engage the entire campus community” (p. v).

Campus environments are “complex social systems defined by the relationships between the people, bureaucratic procedures, structural arrangements, institutional goals and values, traditions, and larger socio-historical environments” (Hurtado, et al., 1998, p. 296). As such, the literature suggests that members of different social groups experience the campus climate differently based on their group membership and group status on campus (Rankin, 2005, 2008). The term campus climate refers to the learning, living, and working environments of colleges and universities. After an examination of the literature and experiences in assessing campus climate, Rankin and Reason (2008) described the campus climates the “current attitudes, behaviors and standards and practices of employees and students of an institution” (p. 264). A number of theoretical models conceptualize and describe the campus climate at colleges and
universities (Hurtado, 1994; Hurtado et al., 1998; Milem, Chang, & antonio, 2005; Rankin & Reason, 2008; Smith et al., 1997). The model proposed by Rankin informs the conceptual framework for climate assessment projects conducted by Rankin & Associates.

As colleges and universities continue to more accurately reflect the diverse makeup of society, institutions have focused on the importance of creating a campus environment that not only includes, welcomes, and accepts people of difference, but also responds to issues of diversity (Harper & Hurtado, 2007; Malaney, Williams, & Geller, 1997; Rankin & Reason, 2008; Smith, 2009; Roger Worthington, 2008). Although colleges and institutions attempt to foster welcoming and inclusive environments, they are not immune to negative societal attitudes and discriminatory behaviors. As a microcosm of the larger social environment, college and university campuses also reflect the pervasive prejudices of society (Eliason, 1996; Nelson & Krieger, 1997). Consequently, campus climates have been described as racist for students and employees of color (Harper & Hurtado, 2007; Rankin & Reason, 2005) “chilly” for women (Hall & Sandler, 1984; Hart & Fellabaum, 2008), and “hostile” for lesbian, gay, bisexual, transgender, queer-spectrum, trans-spectrum, community members (Dilley, 2002; Rankin, 2003; Rankin, Weber, Blumenfeld, & Frazer, 2010).

Rankin’s model\(^2\) was designed to provide higher education administrators with the tools to assess and transform their campus climates. The Transformational Tapestry Model\(^\circledR\) (TTM) includes assessment protocols and recommendations for creating strategic initiatives and implementation and accountability practices. The model is presented through a power and privilege lens, a lens we have found to be more inclusive because it incorporates an understanding that each of us has and understands own our own power and privilege. Our power and privilege perspective is grounded in critical theory and assumes that power differentials, both earned and unearned, are central to all human interactions (Brookfield, 2005). Unearned power and privilege is associated with membership in certain dominate social groups (e.g., White, heterosexual, able-bodied) (Johnson, 2005). Because we all hold multiple social identities we have the opportunity and, we assert, the responsibility to address the oppression of underserved social groups within the power/privilege social hierarchies on our campuses.

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\(^2\) For a more detailed description of the Transformational Tapestry Model, the reader is directed to Rankin & Reason, 2008.
The model is instituted via a transformational process that capitalizes on the inclusive power and privilege perspective. The model has been implemented at over one hundred campuses over the past fifteen years using the assessment process we present in this proposal as a means of identifying current successes and challenges with regard to climate issues.

**Projected Outcomes**

- The Mankato State community will learn how all constituent groups (faculty, staff, students, and administrators) experience and perceive the climate for living, learning, and working at Mankato State and how the community responds to them (e.g. governance issues, pedagogy, curricular issues, professional development, inter-group/intra-group relations, respect issues, etc.)

- Mankato State will develop specific objectives and action plans to address institutional changes and cultural shifts.
PART 2: Scope of the Work

Overview of Strategies

As noted above, the climate assessments will be based on the Transformational Tapestry Model and tools developed and copyrighted by the contractor. An overview of the Five Phases of the project is presented below. An outline of the Phases of the project is also provided in the projected time-line offered in Appendix A.

Phase I: Preparing the Campus/Ownership of the Process by the Community.

Phase I is centered on preparing the campus for involvement in the process from modifying the process methodology to better “fit” the specific campus to developing a communication/marketing plan for distribution of the project’s findings. This includes consensus building among constituent groups (faculty, staff, students, staff, and administrators) who must feel fully engaged in and have ownership of the process for it to be successful. The first task in Phase I is the creation of a campus team (Campus Climate Working Group – CSWG) to assist in coordinating these efforts. The CSWG is essential and the members of the team are crucial to the project’s success. In our experience, the most successful teams are comprised of students (undergraduate, graduate, professional), faculty (representing various ranks and disciplines), and staff representing various grades and positions (e.g., clerical, housing and food service, physical plant). We also have found that successful teams are representative of the salient social identity groups that comprise the community (e.g., socioeconomic class, race, gender, spirituality, sexual orientation).

Following an introductory meeting(s) with the CSWG to familiarize members with the process, a series of town meetings and subsequent meetings with selected constituent groups are conducted to facilitate initial communication to campus constituents. The meetings present information to the community about the rationale for the project, review the project’s process/timeline, and answer questions from campus constituents on both the project’s methods and the process. The meetings are coordinated by the CSWG.

Next, we convene a series of focus groups with members from an inclusive list of campus constituent groups provided by the CSWG. The number of focus groups varies from campus to campus, ranging in our current work between 9 and 15. The make-up of the groups (e.g.,
selection of group members) and the constituent groups represented (e.g., women faculty of color; white male staff) are determined by the CSWG. The team members are cognizant of the campus context and are aware of the salient social identity groups in the community. Their knowledge is instrumental in knowing which groups are included and who is invited to participate. The objective of this section is to examine institutional challenges as provided by members of the campus community. The groups provide information from students, staff, faculty, and administrators about their perceptions of the campus climate. Their insights and reflections assist in informing the questions used in the campus-wide survey that is used to assess the state of and challenges perceived within the campus climate (Phase II of the assessment). A team of facilitators from outside the institution conduct the groups and a report is developed that is shared with the campus constituents. It is important to note here that the entire process of the Transformational Tapestry Model is transparent. The project’s transparency is shared with the CSWG, campus administrators, and the campus community throughout the process. We find that if this transparency is not articulated and supported by the campus leadership that the overall process is jeopardized.

Finally, we engage in an internal and external campus systems analysis. The review may include some of the following; (a) examining the campus mission and organizational charts; (b) reviewing previous research/institutional data with regard to climate (e.g., CIRP, NSSE, internal reports); (c) reviewing recent “letters to the editor” in campus newspapers; (d) examining local, regional, and state environments (e.g., recent legislation). The review is also used to help inform the second phase of the internal assessment, the construction of a survey of the campus climate.

*Phase II: Campus-Wide Contextualized Assessment*

Phase II proposes that an institution conduct an internal assessment of the campus climate via a generalized survey. The survey questions are informed by the bank of questions offered to the CSWG by the contractor, data gathered and reported in Phase I, and the demographic make-up of the institution. The survey construction is accomplished through a series of weekly meetings with the CSWG. The ADA compliant surveys are offered via either an on-line or paper/pencil format. We offer both mediums cognizant that all members of our campus community do not have ready access to computers (e.g., housing & food service staffs, physical plant employees). We also recognize some of our prospective participants may not have English
as their first language and provide for the instrument to be offered in several languages (e.g., Spanish, Mandarin).

The survey examines participant responses to their personal campus experiences, their perceptions of campus and their perceptions of institutional actions including administrative policies and academic initiatives regarding campus climate. Although this approach to the survey construction is time-consuming when compared to the use of a standardized instrument, it has the advantage of providing a “campus-specific” tool. One of the benefits of this approach is that the results provide directly actionable items for the campus. All findings associated with the analysis of quantitative data, even those findings that might present the institutional climate negatively, are shared with the campus community, reinforcing the transparency of the assessment process.

The survey instrument provides multiple opportunities for respondents to provide comments in response to open-ended questions. Although other researchers (Allan & Madden, 2006) have found that qualitative analysis of this type of data can lead to findings that contradictory quantitative data, this has not been our experience. The qualitative analysis of respondent comments often allows for a greater depth of understanding of the quantitative survey results. Like Allan and Madden, however, we believe a multiple method approach is the most appropriate approach to the assessment of climate issues on college campuses. As is the case with the quantitative findings, the qualitative analysis of respondents’ comments is shared with the campus community.

Phase II of the project also involves reviewing and approving the marketing and communication plan (e.g., project “talking points,” possible survey incentives, letter of invitation to participate, FAQ’s) (Examples provided in Appendix I). Finally, the project is reviewed via the campus Institutional Review Board. Approval by the IRB is a required prerequisite of the assessment.

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3 For an example of a campus climate website inclusive of a marketing & communication plan, the reader is encouraged to review a recent project, the University of California system [http://campusclimate.ucop.edu/index.html](http://campusclimate.ucop.edu/index.html)
Phase III: Survey Implementation/Data Analysis

Once the project is approved, the survey is distributed to the entire campus population. In our experience, the drawbacks of random sampling (the voice of only the majority is reported) and randomized stratified sampling (many voices are still missed) around these issues is not adequate to address the successes and challenges surrounding equity issues on campus (Heckathorn, 1997). The assessment will be administered to all members of the campus community including students, faculty, staff and administrators. The contractor will develop the instrument, distribute the instrument in collaboration with the CSWG, counsel the working group on distribution methods/techniques to ensure maximum return rates, monitor the implementation process, and collect the resulting data. The system employed will ensure confidentiality of respondents. Updates via frequency distributions by position (faculty, staff, and student) are provided to the CSWG every 2-3 days to assist in more targeted subsequent invitations to participate.

Survey data will be analyzed to compare the responses (in raw numbers and percentages) of various groups via SPSS (version 20.0). Descriptive statistics will be calculated by salient group memberships (e.g., by gender, race/ethnicity, position) to provide additional information regarding participant responses. Confirmatory factor analyses will be conducted on the scales embedded in the survey questions, should the CSWG decide to use said questions. Where salient, chi-square and t-test statistics will be conducted to examine significance of the findings and determine differences between groups.

The survey also includes qualitative questions that allow respondents the opportunity to further describe their experiences, to expand upon their survey responses, and to add any additional thoughts. Comments are solicited to give voice to the data and to highlight areas of concern that might have been missed in the body of the survey. These open-ended comments are reviewed using standard methods of comments analysis. Two reviewers will read all comments and prepare a list of common themes based on the judgment of the reviewer. The reviewers then meet and examine their separate reviews and develop the final themes that are offered in the report. This methodology does not reflect a comprehensive qualitative study. Comments were will not be used to develop grounded hypotheses independent of the quantitative data.
Phase IV: Development of Report/Sharing the Results with the Community

Phase III of the model involves the presentation of the results to the campus community. The communication and marketing plan developed by the CSWG is followed throughout the model. In this phase, constituent group representatives on the CSWG maintain communication with their respective constituents throughout the first two phases, providing them with updates and seeking their feedback. The report (examples of reports (websites) are provided in Appendix I) is developed by the contractor and includes the following:

- An executive summary
- Frequency of responses to each individual question
- Cross tabulation of survey questions with selected demographic categories chosen by the consultant
- Thematic analysis of the open-ended questions

The initial draft is reviewed by a sub-committee of the CSWG and the report revised by the contractor inclusive of the requested revisions. The results are reported out via a series of “town meetings”. The “report-outs” are used for the community to identify advanced organizational challenges and offer recommended actions to address the challenges uncovered in the report. In each “report-out” the respective participants are presented the report’s findings and requested to provide feedback. This feedback may take the form of additional requested analyses, highlighting additional salient points in the Executive Summary, inserting more qualitative data to give “voice” to the quantitative data, etc. These groups also serve as means for constituent groups to maintain their ownership of the process.

Phase V: Transformation via Intervention

The final phase of the project is the development of strategic initiatives based on the findings of the internal assessments, feedback from CSWG members, and input from salient campus constituent groups. The contractor offers a recommended process for the development of the actions based on the feedback from the community members outlined in Phase IV.

Based on the actions developed, recommendations for assessing the outcomes over the life of the plan are developed. For example, yearly initiative status reports provided by each academic unit and academic support unit to address the actions presented in the plan, “Best
Practices” forwarded to units to assist them in responding to the recommended actions, metric measures of the actions as determined by the CSWG, etc.
Sole Source Justification

Dr. Susan Rankin

· Developed and copyrighted the model and the instruments that will provide the basis for the proposed institutional climate assessment and strategic plan.

· Has consulted, administered the climate assessment, monitored the implementation, collected and analyzed data, authored reports to present the results, and prepared recommendations for change via strategic plans for numerous Universities/non-profit agencies/educational institutions.

· Is an authority on climate assessment, strategic planning, and intervention strategies

· Is prepared to work in collaboration with the CSWG, modify the instrument, administer the tool, analyze the data, prepare reports, develop the strategic plan and present each phase of the project to Mankato State within the time frame requested.

Institutional Contact Person

To be determined
References


Appendix A
Summary of the Five Phases in the Project

Phase I. Initial Proposal Meeting(s)/Focus Groups

- Presentation of proposal to the CSWG & other constituent groups
  - The meetings are conducted to prepare the campus community for
    the climate project and have community input into the project
    process

- Focus Groups
  - Work with the CSWG to:
    - Identify and populate the focus groups
    - Develop the protocol for the focus groups
  - The focus group facilitators are selected and trained by the
    consultant

Phase II. Assessment Tool Development, Communication Plan, IRB Proposal

- Development of assessment tool
  - Development of web based and/or paper & pencil survey
    instruments

- Develop communication plan for the assessment
  - Coordination with the CSWG on the marketing and
    communication plan strategy (e.g., letter of invitation, talking
    points to be shared among the constituent groups)

- IRB proposal
  - Development of proposal in collaboration with institutional contact

Phase III. Survey Implementation & Data Analysis

- Survey administration (design, methods, sampling) and monitoring
  - Consultation with the CSWG and other constituent representatives
    on the strategy for administration that will yield the highest
    response rates

- Data coding and database management

- Data analysis (descriptive statistics, frequency tables) as deemed
  appropriate by Rankin & Associates
Phase IV. Development and Presentation of Report

- Development of draft report (executive summary, data presentation, and report findings)
  - The CSWG will review the draft report and provide consultant with recommended revisions
  - The CSWG will review the recommended revisions with the consultant and agree upon said revisions for inclusion in the final report

- Development of final report (executive summary, data presentation, and report findings)  

- Presentation of final report to the CSWG & other constituent groups

Phase V. Facilitate Planning Retreat

*Note: Phase V facilitation to be determined following completion of Phase IV*

Assist the community in developing strategic actions that respond to the results of the internal assessment.

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4 R&A will provide one draft report and one final report based on requested revisions to the draft by the CSWG. Any additional drafts are at a cost of $1,000.00 per draft.
Appendix B
Projected Timeline

Fall 2014

September  
*Phase I*  Initial proposal meeting with the CSWG

*Phase I*  Internal and external campus systems analysis/Review of other relevant data (e.g., NSSE, CIRP, COACHE)

October  
*Phase I*  Plan conduct of focus groups

*Phase II*  Begin development of assessment tool

Nov-Dec  
*Phase I*  Focus Groups  
*Note:* Date of groups to be determined by CSWG

*Phase II*  Complete assessment tool

*Phase II*  Development of Communication & Marketing Plan

Spring 2015

January  
*Phase II*  IRB Proposal Development  
Approval projected – January 2015

Feb/March  
*Phase III*  Survey Administration  
*Note:* Date of survey implementation to be determined by CSWG

April-June  
*Phase III*  Data Analysis

Summer 2015

July-August  
*Phase IV*  Development of Report

Fall 2015

Sept/Oct  
*Phase IV*  Presentation of Report Results to community

Nov-Dec  
*Phase V*  Development of Strategic Initiatives  
*Note:* Phase V facilitation to be determined following completion of Phase IV
### Appendix C
**Projected Budget**

#### Phase I. **Initial Proposal Meeting(s), Focus Groups**

- **Proposal presentation**
  - $2,500.00
- **Conduct focus groups / individual interviews**
  - (Budget based on 15 groups @ $900.00 per group)
  - $13,500.00
  - (Dependent on number of fact finding groups)
- **Focus Group Report**
  - $2,500.00

**Subtotal for Phase I**

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<td>Conduct focus groups / individual interviews</td>
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<td>Focus Group Report</td>
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**Total for Phase I**

**$18,500.00**

#### Phase II. **Assessment Tool Development, Communication Plan, IRB Proposal**

- **Development of assessment tool**
  - $5,000.00
- **Development of communication plan**
  - $2,000.00
- **IRB proposal/application**
  - $2,000.00

**Approximate Subtotal for Phase II**

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**Total for Phase II**

**$9,000.00**

#### Phase III. **Survey Implementation & Data Analysis**

- **Survey administration and monitoring**
  - $18,000.00
  - (figure calculated based on 30% return rate using on-line surveys only)
  - *to be determined, budget based on 6000 surveys (30% response rate)*
  - [30% response rate minimum at $3.00 per survey (on-line) and/or $4.00 per survey (paper/pencil)]
  - [Population Total = 20,000]
  - (18,000 students; 2,000 faculty and staff)

**Source:** [http://www.mnsu.edu/about/facts.html](http://www.mnsu.edu/about/facts.html)

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5 Budget is not inclusive of travel costs (accommodations, meals, transportation)
Data coding and database management $2,000.00
Data analysis, review of findings, and data interpretation $3,000.00

Subtotal for Phase III $23,000.00

Phase IV. Development and Presentation of Report
Development of draft report $5,000.00
Development of final report$6 $750.00
(5 hours @ $150.00/hour for requested revisions)
Presentation of report $3,750.00
(3-5 presentations @ $750.00/presentation)

Subtotal for Phase IV $9,500.00

Phase V. Facilitate Development of Strategic Actions Planning Retreat
Note: Phase V facilitation to be determined following completion of Phase IV
Retreat Planning $2,500.00
(Proposed half-day retreat)
Facilitation/Presentation $2,500.00

Subtotal for Phase V $5,000.00

Summary of Budget Totals
Subtotal for Phase I $18,500.00
Subtotal for Phase II $9,000.00
Subtotal for Phase III $23,000.00
Subtotal for Phase IV $9,500.00
Subtotal for Phase V $5,000.00

Total Projected Budget for the project $65,000.00

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6 R&A will provide one draft report and one final report based on requested revisions to the draft by the CSWG. Any additional drafts are at a cost of $1000.00 per draft.
Prior Experience

Other institutions that have contracted for our services include the following institutions. References available upon request.

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<td>UC-Riverside</td>
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<td>College of New Jersey</td>
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<td>Fashion Institute of Technology</td>
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<td>University of Missouri, St. Louis</td>
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<td>Missouri University of Science &amp; Technology</td>
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<td>Reed College</td>
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<td>University of Massachusetts, Boston</td>
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Specific References Available on Request
Appendix E

Rankin & Associates History

(For information on R&A Associates, please see www.rankin-consulting.com)

Rankin & Associates have been working with higher education institutions for the past 18 years. (A list of our clients is provided in Appendix D). We are committed to assisting campuses and organizations in assessing their environments for learning, living, and working. We support educational and organizational program planners and policy makers in identifying their successes and strengths and provide potential best practices for addressing challenges. We provide (1) assessment of the current campus/organizational climate via focus groups, interviews, and surveys to identify current strengths and challenges; (2) analysis and synthesis of the data collected; (3) summary reports and presentations; and (4) recommend strategic initiatives to build on the success and address the potential challenges offered by community members in the assessment process. We have assisted over 100 campuses/organizations including community colleges, Research I institutions, liberal arts institutions, law schools, technology institutions, and non-profit organizations in reviewing their climates for learning, working, and living. These campuses/organizations have successfully completed the process and developed specific initiatives to improve their climate for working and learning.
Appendix F

Rankin & Associates Staff Background

(Additional staff bios are available at www.rankin-consulting.com)

Stefani Bjorklund

Dr. Bjorklund is a Senior Research Associate with Rankin & Associates, Consulting. She earned a B.A. in psychology from Villanova University, a master's in counseling at the University of Phoenix, and a Ph.D. Higher Education at The Pennsylvania State University.

Dr. Bjorklund has authored and co-authored book chapters, journal articles, and national conference papers on the following issues in postsecondary education: access, recruitment and retention of underrepresented college students and faculty; welfare reform and financial aid policies; campus climate for students of color and women students; and effects of instructor activities, collaborative learning, and group work on gains in student skills.

Dr. Bjorklund was a research associate at the Center for the Advancement of Scholarship on Engineering Education (CASEE), a unit of the National Academy of Engineering, where she spearheaded a multi-campus NSF-sponsored project to investigate faculty and student engagement in learning activities and lifelong learning. Prior to returning to graduate school, she was a social worker and administrator of a federally funded demonstration project funded by the National Center on Child Abuse and Neglect. Additionally, she enjoys volunteering for social service and animal welfare agencies.

Annie Holmes

Annie Holmes is the Chief Diversity Officer at Cal-Poly Pomona. She previously served as the Coordinator of Diversity Education in Penn State’s Affirmative Action Office. She has provided workshops and facilitating diversity sessions for the past 10 years. Annie has also worked with Rankin and Associates for 5 years. She has also worked in Residence Life and the Office of Educational Equity at Penn State. Annie is also a doctoral student in higher education administration. She received her master’s degree in college student affairs from Penn State and her bachelor’s degree in education from Temple University.

David Pérez II

Dr. David Pérez II is an Assistant Professor of Education at Miami of Ohio. David is a graduate of the Higher Education program at Penn State University. In 1993, David was selected as a Posse Scholar and earned his B.S. in Human and Organizational Development and M.Ed. in General Administrative Leadership from Vanderbilt University in Nashville, TN.

Prior to pursuing the doctorate, David served as a student affairs professional in residence life at Syracuse University and New York University. During his tenure at both institutions, he engaged students in educationally purposeful activities including residential leadership, peer education, and social justice advocacy. He has also coordinated a nationally recognized undergraduate research experience, the Summer Research Opportunities Program, sponsored by the Committee for Institutional Cooperation.

David’s current research focuses on the recruitment and retention of Latino males at
postsecondary institutions. His research interests include the purposeful engagement of racial/ethnic minority students, educational outcomes associated with diversity and social justice, graduate education in student affairs, and the improvement of campus climate for underrepresented and underserved student populations.

Genevieve Weber Gilmore
Genevieve Weber Gilmore, Ph.D., LMHC, is an Assistant Professor of Counselor Education at Hofstra University. She is also a Licensed Mental Health Counselor in the State of New York with a specialization in Substance Abuse Counseling. Dr. Weber Gilmore teaches a variety of courses related to the training of professional counselors includes group counseling, multicultural counseling, psychopathology, and psychopharmacology and treatment planning. She has over ten years of experience working in community agencies where she provides counseling to diverse clients with both substance abuse and mental health concerns. In her research and professional presentations, Dr. Weber Gilmore focuses on the impact of homophobia and heterosexism on the lives of lesbian, gay, bisexual, and transgender (LGBT) individuals, with particular attention to the relationship between homophobia, internalized homophobia, and substance abuse among LGBT people.
Appendix G
Primary Professional on the Mankato State Project
Dr. Susan Rankin
Vita

Professional Summary

Thirty-five years of successful University experience with a proven record of exemplary teaching, research, and scholarship. Fifteen years of successfully assisting educational institutions and local, state, and national community-based organizations in assessing climate and developing strategic initiatives in regard to equity and community. A career dedicated and committed to social justice.

SELECTED SKILLS AND ACCOMPLISHMENTS

• Thirty-three years of experience in higher education. Proven success in leadership (Senior Analyst, Coordinator of LGBT Equity), teaching (Associate Professor of Higher Education, Lecturer in Kinesiology and Continuing Education with exemplary student evaluations), scholarship (curriculum design, service on University-wide committees), research (published in areas of campus climate and osteoporosis), and grant-writing (generated over $500,000 for research projects).

• Co-chair of the Statewide Pennsylvania Rights Coalition. Developed Bylaws, created Five-Year Strategic Plan, secured funding through grants and private donors (raised over $125,000 for operations and programming), coordinated events (Annual Statewide Conference and Annual Statewide Education/Advocacy Event)

• Public scholarship work with higher education institutions and non-profit organizations. Conduct organizational assessments, facilitate strategic planning, coordinate intervention strategies, and evaluate outcomes. A sample listing of the institutions and organizations that have sought my services include, National Agricultural Extension Agents-Change Agent States for Diversity Collaboration, Millersville (PA) State University, Indiana University, National Alliance for Tolerance and Freedom, St. Cloud State (MN) University, North Dakota State University, Northampton Community College, Monmouth University, University of New Hampshire, Iowa State University, Oregon State University, New York University, Portland State University, University of Vermont, and Messiah College. A complete listing is available at the end of the vita.

• Invited national speaker on social justice issues in business, non-profit community organizations, and educational institutions, focusing specifically on issues of race, class, gender, disabilities, sexual orientation, gender identity, and other underserved communities.
**Professional History**

2006-Present  
The Pennsylvania State University  
Associate Professor, Education Policy Studies, College Student Affairs  
Senior Research Associate, The Center for the Study of Higher Education  
Responsibilities include teaching courses, developing curriculum, advising graduate students, serving on thesis/dissertation committees, research projects with colleagues in the Center and outreach to the University community.

2002-2006  
The Pennsylvania State University  
Affiliate Assistant Professor, Education Policy Studies, College Student Affairs  
Responsibilities include teaching courses, developing curriculum, advising graduate students, and serving on thesis/dissertation committees

1996-2006  
The Pennsylvania State University  
Senior Diversity Planning Analyst, Office of the Vice Provost for Educational Equity  
Responsibilities include serving as the Vice Provost’s liaison to the Commission for Women and the Commission on Racial & Ethnic Diversity; providing organizational and fiscal support; assisting in the distribution of grants through the Equal Opportunity Planning Commission; coordinating cross-cultural training workshops for faculty, staff, and students on sexuality, gender, race, and ethnicity. For example, in 2002, I presented diversity workshops to PA County Extension Agencies in collaboration with the College of Agriculture. The SDPA is also charged with conducting institutional research on issues of diversity (e.g. climate assessment, retention, etc.) and assisting colleges/units in the strategic planning process through implementation of Penn State’s Framework to Foster Diversity. In 2004, I conducted climate assessments for the Commonwealth College, the College of Education, and the Smeal College of Business. This included developing the survey tool and methodology, analyzing the quantitative and qualitative data, preparing a report, and presenting the results and recommended strategies for addressing the challenges at each of the campus locations and Colleges.

1999-Present  
Public Scholarship Initiatives  
Responsible to educational institutions and non-profit organizations for creating shared visions, achievable goals, and specific action plans; redefining missions to reflect contextual changes (e.g. demographic shifts in populations served by the organization, increase or decreases in funding bases, etc.); assessment of current status through focus groups, interviews, and/or survey tools; provide intervention strategies (educational programs, policy revisions, strategic plans, etc.); and evaluate outcomes.

Recent work: University of Wisconsin System, National Agricultural Extension Agents-Change Agent States for Diversity Collaboration, North Dakota State University, Northampton Community College, Monmouth University, University of New Hampshire, Iowa State University, Oregon State University, University of Vermont, New York University, Messiah College, Lehigh University. *Complete listing available on request.*
1998-2001
The Pennsylvania State University
Coordinator of Lesbian, Gay, Bisexual, and Transgender Equity
The primary responsibility of the Coordinator of LGBT Equity is to serve as the University contact regarding sexual orientation/gender identity issues and concerns. The Coordinator provides intervention strategies to individuals and University units/colleges through personal mediation and/or facilitated workshops. The Coordinator also has fiscal responsibilities for the office budget ($120,000).

1979-present
The Pennsylvania State University
Lecturer in Kinesiology, College of Health and Human Development
Created Gerontology Major, advised undergraduate students, served on graduate student committees, responsible for teaching several classes including Exercise Physiology, Physiology of Aging, Teaching Methods, Research Methods (Qualitative and Quantitative), Statistical Applications

1979-1996
The Pennsylvania State University
Head Coach, Women’s Softball
Coordinate all aspects of Division I program including the recruitment of student-athletes, budget construction and management ($250,000), maintaining NCAA compliance regulations, and the successful graduation of student-athletes. Assisted in the founding of a National Softball Coaches Association; graduated 99.8% of athletes; and directed teams to four conference championships.

PROFESSIONAL EDUCATION

1994 Ph.D. Pennsylvania State University
Concentration: Higher Education Administration
Cognate: Organizational Theory/Social Justice in Higher Education

1981 M.S. Pennsylvania State University
Concentration: Physiology
Cognate: Aging

1978 B.S. Montclair St. Teacher’s College
Physiology/Health & Physical Education

PUBLICATIONS

Books


**Selected Book Chapters**


**Journal Articles**


**Significant Interviews - 2010**

**Address to United States Congress**

Rankin to address Congressional LGBT Equality Caucus Thursday

September 21, 2010 to hear details of a new campus climate report co-authored by Sue Rankin, associate professor of college student affairs in Penn State's ...

**Rankin, Lerma offer Congressional testimony on campuses' LGBT climate**

October 5, 2010 The following is a transcript of the testimony given by Susan Rankin, research associate in the Center for the Study of Higher Education and ...

**NPR Morning Edition**

**College Campus Not Always Safe For Gay Students**
October 01, 2010 ... Sue Rankin, a Penn State professor, talks to Ari Shapiro about her research into gay, lesbian and transgender issues on college campuses. ... [http://www.npr.org/templates/story/story.php?storyId=130258246]

**Campus climate for gays at issue after Rutgers suicide**

Pittsburgh Post Gazette

The survey, co-authored by Penn State professor Sue Rankin, found that nearly a quarter of respondents had been harassed. James Weaver, president of Pitt's ...

**Gay suicide puts focus on cyber-bullying**

ABC Online

Associate Professor Sue Rankin from Penn State University says it is often homosexual teenagers who are targeted and that life on campus is not getting ...

**Survey measures gay harassment on campus**

San Antonio Express

... impacting retention of LGBT students and faculty, said Sue Rankin, the study's co-author and an education professor at Pennsylvania State University. ...

**MSU evaluates campus climate for LGBTQ students**

pride source.com

Dr. Sue Rankin, associate professor of Educational Policy Studies and senior research associate at the Center for the Study of Higher Education at ...

**Happy Nat'l Coming Out Day**

Washington Blade

According to Dr. Sue Rankin, an associate professor at Penn State University, homophobia and violence against LGBT students on campus is more rampant than ...

**Papers and Major Presentations**

2011  U.S. Department of Education
Higher Education Center for Alcohol, Drug Abuse, and Violence Prevention
Invited Speaker
Minneapolis, Minnesota

2011  Federal LGBT Youth Summit
U.S. Department of Education
Invited Speaker
Washington, D.C.

2011  Expert Panel on LGBTQ Student Safety
Invited Speaker
U.S. Department of Education
Washington, D.C.

2011  Expanding the Circle
Invited Plenary speaker
*The Lives of Transgender People*
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<td>Mid-Atlantic LGBT Conference</td>
<td>Keynote Speaker: <em>2010 State of Higher Education for LGBT People</em></td>
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<td>2010</td>
<td>ACE/NADOHE</td>
<td>Invited paper <em>Fostering Campus Inclusion: Examining Multiple Social Identities</em></td>
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| 2010 | ACPA | a) *An International Spectrum: LGBT International Students in American Higher Education* (with Wil DelPilar and Brian Patchoski)  
   b) *2010 State of Higher Education for LGBT People: Preliminary Results* (with Genevieve Weber)  
   c) *Perceptions of LGBTQ Student-Athletes and Developmental Implications* (with Carl Sorgen & Maureen McMahon) |
| 2010 | NGLTF | *2010 State of Higher Education for LGBT People: Preliminary Results* (with Somjen Frazer) |
| 2010 | Rutgers University | Invited Speaker *Heterosexism in Intercollegiate Athletics* |
| 2010 | Power of One Conference | Invited Keynote: *Honoring Our Roots & Sustaining Our Legacy* |
| 2010 | NASPA | Pre-conference Institute *Beyond the Rainbow: The Legacy, Movement and Future of LGBTQ Inclusion on Campus* |
| 2010 | PCPA | Paper Presentation *An International Spectrum: LGBT International Students in American Higher Education* |
| 2010 | PASSHE LGBTQIA Consortium | Invited Keynote *Campus Climate for LGBTQ People in Pennsylvania* |
| 2010 | NCAA/NCLR Transgender Think Tank | Invited participant  
   Resulted in White Paper on Inclusion of Transgender Athletes in Intercollegiate Athletics |
2010 National Gay & Lesbian Task Force National Conference
Paper Presentation:
*The State of Higher Education for LGBT People: 2001-2009*

2009 Purdue University
Invited speaker: *Building an LGBT Inclusive Community*

2009 AAC&U National Conference
Paper Presentation
*Beyond the Binary: The Power of Language* (with Christian Matheis)

2009 ACPA National Conference
Paper Presentations
a) *National Trends: The State Of Higher Education For LGBT People* (with Shane Windmeyer)
b) *Continuum of Action: Social Justice Education from Service to Activism* (with Susan Iverson, Vernon Wall, Robert Watson, Sarah Hermsmeier, and Tara Napoleone)
c) *Student-athlete identity: Experiences of and perceptions toward intercollegiate athletes* (with Dan Merson, Carl Sorgen, and Stephanie Chang)
d) *Intersecting Identities: Gender Variant Students of Color* (with Stephanie Change and Kenjus Watson)

2009 Sport, Sexuality, and Culture Conference
a) *Experiences of Lesbian, Gay, and Bisexual Student-Athletes in Intercollegiate Athletics* (with Carl Sorgen)
b) *Research Trends & Issues in Intercollegiate Athletics* (with Vikki Krane, Jeff Lane and Richard Southall)

2009 Indiana University of Pennsylvania
Invited speaker: *Building an LGBT Inclusive Community*

2009 National Gay & Lesbian Task Force National Conference
Paper Presentations:
a) *Intersecting Identities: Gender Variant People of Color* (with Stephanie Chang)
b) *National Trends: The State Of Higher Education For LGBT People* (with Shane Windmeyer)
c) *Queer by the Numbers: One in Ten? Three in a Hundred?* (NGLTF sponsored Think Tank

2008 Maintaining the Momentum; Conference of Community Colleges
Invited Speaker: *Transforming campus: A model for assessing climate and creating accountability for inclusion*

2008 University of California, San Diego
Invited Speaker: *Assessing and transforming campus climate*

2008 National Gay and Lesbian Task Force National Conference
Invited Paper: *Working with female to different gender students*
2008 ACPA National Conference  
Paper Presentations:  
a) *Working with female to different gender students: Language, development, inclusion*  
b) *Beyond the binary: The power of language in transgender communities*  
c) *Creating and maintaining safe college campuses*  

2008 NASPA National Conference  
Paper Presentation: *Experiences of gay men in fraternities: From 1960 to 2007*  

2007 American Counseling Association National Conference  
Invited paper: *The lives of transgender people: Implications for counselors*  

2007 NASPA/ACPA National Conference  
Paper Presentations:  
a) *Brokeback brotherhood: Overcoming heterosexism and homophobia in a college fraternity*  
b) *Assessment, demographics, and equity - GLBT issues in the academy*  
c) *The changing face of students: Exploring the lives of transgender People*  
d) *The LGBT campus climate index*  

2006 American Association of Colleges and Universities National Conference  
Paper presentation: *Defining and assessing campus climate for underrepresented and underserved populations*  

2006 Hershey Foods International  
Invited speaker: *Opening new doors: Working with LGBT associates*  

2006 Ithaca College  
Invited speaker: *If you think it is a level playing field, you probably have box seats*  

2006 University of Nebraska  
Invited speaker: *Assessing campus culture*  

2005 Pennsylvania Association of Student Assistance Professionals  
Invited Speaker: *Working with LGBTQA youth*  

2005 Hershey Entertainment International  
Invited Speaker: *Managing diverse clients*  

2005 Consortium of State Land Grant Institutions National Conference  
Invited speaker: *Assessing organizational climate*  

2004 American Association of Colleges and Universities Diversity & Learning Conference: Democracy’s Compelling Interest  
Invited speaker: *Campus climate for LGBT people: A national perspective*  

2004 American College Health Association National Conference  
*Assessing campus climate for underrepresented students: Focusing on student health issues*
2004 Ohio State University President’s Diversity Lecture Series
Invited speaker: *Campus climate for underserved populations*

2004 US Department of Education
Invited panelist: *Violence prevention in higher education*

2004 National Association of Student Affairs Administrators Annual Conference
*Assessing campus climate for underrepresented students: Practical applications of an ecological model*

2004 California Polytechnic at San Luis Obispo
Invited Speaker: Pride Week Keynote
*Assessing LGBT climate on college campus*

2003 University of California, Riverside
Invited speaker: *Climate for diversity in higher education*

2003 University of Colorado, Boulder
Keynote: *National campus climate for diversity*

2003 North Dakota State University
Keynote: *Entitled: 30 years of Title IX*

2003 Pennsylvania Black Conference on Higher Education Annual Conference
*Campus assessment and strategic planning for diversity*

**Grants Secured**

2010 NCAA (Student Athlete Climate Project)
$120,000

2010 ACPA (State of Higher Education for LGBT People)
$3,000

2010 NASPA (State of Higher Education for LGBT People)
$3,000

2010 The Williams Institute (Transgender Discrimination in the United States)
$5,000

2008 NGLTF Policy Institute
$5,000 Transgender National Discrimination Project

2007 NCAA (Student-Athlete Climate Pilot Project)
$41,700

2001 Gill Foundation
$15,000 Statewide Pennsylvania Rights Coalition
2001  Vanguard Foundation  
$15,000 Statewide Pennsylvania Rights Coalition  
Youth Leadership Training Institute and Fellowship Program  

2001  Princess Diana Foundation  
$20,000 Statewide Pennsylvania Rights Coalition  
LGBT Youth Performance Project  

2001  National Association of Student Affairs Administrators in Higher Education (NASPA)  
$5,000 Individual Research Grant  
National Diversity Assessment Project  

2001  National Gay and Lesbian Task Force (NGLTF) Policy Institute  
$5,000 Individual Research Grant  
National Diversity Assessment Project  

External Review Teams  
2006  NCAA LGBT Think Tank  
Issues of Negative Recruiting  

2005  University of Minnesota--Twin Cities  
Review of Diversity Initiatives  

2006  Ohio State University  
Review of Multicultural Center in Student Affairs  

Doctoral Student Committees  
2010  David Perez, Higher Education doctoral candidate, Penn State  
Daniel Merson, Higher Education doctoral candidate, Chair, Penn State  
Carl Sorgen, Higher Education doctoral candidate, Penn State  
Kadian McIntosh, Higher Education doctoral candidate, Penn State  
India McHale, Higher Education doctoral candidate, Penn State  
Moses Davis, Adult Education doctoral candidate, Penn State  
Chicora Martin, Higher Education doctoral candidate, Colorado State University  

2009  Gus Colangelo, Higher Education, Pennsylvania State University  

2008  Andrew Nichols, Higher Education, Pennsylvania State University  
Jennifer Domagal-Goldman, Higher Education Pennsylvania State University  

2006  Liz Roosa-Millar, Higher Education  

2005  Patricia Bullock, Curriculum and Instruction  

2004  Eric Malewski, Curriculum and Instruction  
Stefani Bjorklund, Higher Education Administration  

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Master’s Students Papers

2010  Harold Colmen, master’s candidate, Higher Education, first reader
      Melissa Landrau-Rodriguez, Higher Education, first reader

2008  Alonso Brown, Higher Education, second reader
      Dana Aina, Adult Education, first reader
      Mickey Bellet, Higher Education, second reader
      Sarah Reddon, Higher Education, second reader

2007  Casey Keiber, Higher Education, second reader

2006  Wally Richardson, first reader

EDITORIAL BOARDS

2007-present  *Journal of Diversity in Higher Education*

2006-present  ACPA Books and Media

2004-present  *GLBT Journal in Education*

2003-2007  *GLBT Campus Matters*

UNIVERSITY AND PROFESSIONAL COMMITTEES AND SERVICE

2007-present  Board Member, Director of QIRHE: Campus Pride

2006-present  Faculty Liaison: NASPA GLBT Issues Knowledge Community

2006-present  Board Member: Friends of the Center:
      Member: Penn State LGBTQ Resource Center Alumni Board

2005 - present  Advisory Board Member: Penn State Student Affairs Research & Assessment
      Office

2007-2009  Advisory Board Member: Penn State Comprehensive Studies Program

2003-2004  Penn State Faculty-Staff Survey Steering Committee Member
      Responsible for developing questions on diversity and demographic variables

1995-1999  Board of Directors: Lambda (LGB) Alumni of Penn State
      Founding member of the first and only LGB alumni association in the nation to
      be recognized and fully supported by its alma mater.

1995- 2000  Faculty Advisor: Lambda Student Alliance and Lambda Delta Lambda
Assisted LGBT student organizations with budgets; annual campus-wide Unity Days celebration, National Coming Out Day and Pride Week activities, and facilitating an annual three-day student leadership retreat.

1990-1992  
Member: Penn State Lesbian, Gay, Bisexual Task Force  
Task force charged by President Thomas to provide information on campus climate for LGBT constituents and provide strategic intervention recommendations. Co-authored Enhancing Diversity: Toward a Better Campus Climate that provided suggested policy revisions/additions and program planning recommendations. The efforts of the task force led to creation of Commission on LGB Equity and inclusion of sexual orientation in Penn State’s non-discrimination clause.

**Recent Community Service**

2004  
Appointed Member: Governor Rendell High Education Transition Team  
Member of Governor’s Higher Education Transition Committee  
The transition team was charged to oversee the smooth transition of the state-related and state-owned institutions and community colleges, the Pennsylvania Higher Education Assistance Agency, the Pennsylvania Higher Education Facilities Authority and the State System of Higher Education from the current administration to the Rendell Administration.

1999-Present  
Founding/Continuing Member: Consortium of LGBT Resource Center Directors  
The mission of the Consortium is to critically transform higher education environments so that lesbian, gay, bisexual, and transgender students, faculty, administrators, staff, and alumni have equity in every respect. Created 1999-2003 Strategic Plan/Bylaws and 2004-2009 Strategic Plan/Amended Bylaws.

1997-Present  
Founding member, former Co-Chair, Chair of Structure and Process Committee: Pennsylvania Civil Rights Coalition (SPARC)

1995-Present  
Research Committee member: National Gay & Lesbian Task Force
Appendix H
Business Insurance Information

Rankin & Associates is insured through:

Douglas Kocher Agent/Broker
Forrest T. Jones & Co.
P.O. Box 418131
Kansas City, Missouri 64141-9131
Appendix I
Work Samples

Most of the assessment projects we facilitate are confidential to the institution/organization. There are a few states that are “open record” states where the final reports are available for review.

We offer the following websites as examples of our work

1. Communication & Marketing Plan Example
   UC System Project Web Site – used for the communication & marketing of the project to all 13 campuses/locations
   http://campusclimate.ucop.edu/index.html

2. Final Report Examples
   University of Wisconsin System Project
   All of the reports (each campus and aggregate) are available for review at:
   http://www.uwsa.edu/vpacad/climate/