

I

Members of the Diversity Commission

Linda Duckett, Co-Chair
Professor, Department of Music

Michael Fagin, Co-Chair
Vice President of Institutional Diversity

Special Recognition is given for the exceptional work of former Co-Chair, Betty Young

Members

Kelly Biers	Student Representative
Matthew Carlson	ASF
Kellian Clink	IFO
Reggie Edward	Community Representative
Jessica Flatequal	LGBT Center
Thomas Gjersvig	Kearney International Center
Jeffrey Halbur	ASF
Linda Hanson	Affirmative Action
Jesus Hernandez	AFSCME
Doris Hill	IFO
Kelly Meier	Institutional Diversity
Ricardo Muggli	MAPE
Amy Mukamuri	Institutional Diversity
Julie Snow	Disability Services
Melissa Van Winkle	MAPE
Ryan Yunkers	Non-Traditional Student Program
Wanda Viento	Women's Center
Maxille Moultrie	Institutional Diversity
Han Huy Phan	IFO
Missy Manderfeld	AFSCME

A special thanks to the graduate assistants who helped us during this academic year:
Amanda Timmer, Srinivas Rao Mallela, Sunil Kumar Anubolu and Genine Eden

II

Charges to the President's Commission on Diversity

The commission was presented with the following charge outlines from the President:

1. I ask that the Commission continue planning a Diversity Summit for the entire campus community. I suggest working with Human Resources and the Professional Development Committee for assistance with identifying a presenter, marketing the event, etc.
2. The Commission has made progress in developing its website. I request that the Commission continue working with the Integrated Marketing team in website development and in formulating and developing a plan for public relations and marketing. Such a plan could address how we create national visibility for our diversity programs and how we maximize our potential in this area through publications and presentations.
3. I encourage the Commission to continue offering Diversity Grants and Diversity Awards. The grants were well-received in the initial year and I support the plan for grants and awards during this academic year.
4. I urge the Commission work with the Honors Program and provide input regarding global diversity.
5. I charge the Commission to continue to focus on the Maverick Alliance initiative and further define its goals in collaboration with Affirmative Action, Human Resources, and Institutional Diversity.
6. I ask that the Commission collaborate with the Workplace Environment Committee to assure a positive workplace environment for all members of our diverse community.
7. I charge the Commission to review our efforts in the success of underrepresented students, looking specifically at the retention and graduation rates. After this review, I request that an inventory be prepared of what is currently done in this area, and that ideas be offered for improvement and assistance provided in assessing and monitoring progress.
8. I encourage the Commission to work with the Enrollment Management Committee and interact with larger campus planning groups
9. I ask that the Commission research national best practices in diversity and inventory what Minnesota State Mankato is doing.
10. I encourage the Commission to pursue the possibility of developing a convocation requirement for graduation that would include attendance at a diversity event. The

Commission should work with Academic Affairs and follow normal University processes in moving this idea forward.

11. I request that the Commission continue to work with my office in securing appropriate office space, i.e., within new buildings or future renovated space.

The commission reviewed these charges at the first meeting and formed sub-committees to address each charge. Some of the charges were combined. What follows are the reports from each subcommittee addressing how the charges were explored for the 2008/2009 academic year. The numeric order is not chronological since most of the subcommittees addressed more than one charge. When appropriate those charges, findings and recommendations are combined or included in the same section of the report.

III

Charges and Individual Subcommittee Reports

CHARGE 1: *“I ask that the Commission continue planning a Diversity Summit for the entire campus community. I suggest working with Human Resources and the Professional Development Committee for assistance with identifying a presenter, marketing the event, etc.”*

SUBCOMMITTEE MEMBERS: Kelly Meier, Jessica Flatequal and Missy Manderfeld

FINDINGS AND RECOMMENDATIONS:

The Diversity Summit Sub-Committee created a draft proposal for the Diversity Summit in Spring of 2008. This proposal was reviewed by the Commission and presented to the President in Fall of 2008. Due to other pressing institutional issues, a decision was made to table the Summit until Fall of 2009. The original proposal outlined a one-day experience that would involve representatives of the entire University and surrounding community in focused dialogue about diversity and inclusion on the Minnesota State Mankato campus.

The Diversity Summit Sub-Committee has had continued discussion regarding the Summit and will refine the proposal to include the following points:

- The Summit will be held in Fall of 2009 at a time that will maximize attendance by representative participants.
- The Summit will be held on campus to provide cost savings.
- The Summit will be an interactive and engaging experience that will include external facilitators.
- If possible, a nationally known trainer/facilitator will be utilized for part of the Summit. This individual will also provide training for other groups on campus.

•The Diversity Summit Sub-Committee will implement the operational and organizational aspects of this event during the summer.

We are confident that this experience will continue to reinforce the work of the Commission and will articulate the institutional commitment to diversity that is articulated by the President and our Strategic Priorities.

CHARGE 2: *“The Commission has made progress in developing its website. I request that the Commission continue working with the Integrated Marketing team in website development and in formulating and developing a plan for public relations and marketing. Such a plan could address how we create national visibility for our diversity programs and how we maximize our potential in this area through publications and presentations.”*

SUBCOMMITTEE MEMBERS: Matt Carlson, Kellian Clink and Doris Marie Hill

FINDINGS AND RECOMMENDATIONS:

Based on careful review of websites and extended discussion the committee concluded the basic web page structure for the Commission is established and improvements will be the result of continuing with the established plan and finding ways to bring relevant content to the webmasters for posting online. This basic web presence is adequate but the President has presented a charge which builds upon the basics requiring a new online approach which creates a “national visibility” and “maximizes the potential” reflecting our leadership in the area of diversity in higher education.

Definitions

- **Public Relations** - manage the online flow of information from the Commission to the public using topics, resources, and news of public interest. By providing informational leadership the Commission Website becomes a destination for other professionals (and the public) concerned or interested in the issues related to the topic of “Diversity”.
- **Marketing** - rather than an opportunity to go to the market to sell our goods and services we will be offering or exchanging information of value to the broadest community (customers, clients, partners, faculty, staff, students, parents, community...) The product we have to “sell” or in this case offer freely as a service to society is information and strategies for teaching and understanding the complex topic of diversity.

Diversity - [Diversity at Minnesota State University](#), Mankato is a commitment to create an understanding and appreciation of diverse peoples and diverse perspectives; a commitment to create an academic, cultural, and workplace environment and community that develops mutual respect for all and celebrates our differences.

Rather than developing a new creative snappy advertising approach the committee recommends sharing our “commitment to creating an academic, cultural, and workplace environment and

community that develops mutual respect for all and celebrates our differences.” This can be accomplished by assembling useful ideas and resources which will make a natural and educational connection to appropriate markets. These markets include the local university community and extend to similar markets globally. We need to communicate this approach as a complete vision to the Integrated Marketing Team and hope this vision fits within the broader marketing strategy used by the university. The measurable outcome in this strategy is our emerging leadership and national visibility. Do we attract national attention related to our work and information? Are we viewed as an authority on “creating an academic, cultural, and workplace environment and community that develops mutual respect for all and celebrates our differences”?

Below is a partial list of possible website resources which might provide content beyond the basic nuts and bolts of a typical departmental website:

- Staff/Faculty/student voices –video comments
- Blogs
- Ideas for understanding
- Firsts
- Submit a question to our panel of experts
- Wisdom
- Quotes (representing the varied diverse populations on campus)
- Knowledge
- Pedagogy
- A catalog of diversity definitions
- Index of published articles and other materials relevant to Diversity.
- Resources for learners
- Global resources
- Support strategies which include populations needing academic support such as writing centers.
- Ease of navigating the physical and virtual environment which is MSU or any institution of higher learning.
- A report function or a testimony?
- History
- Events (historical and current)

CHARGE 9: *“I ask that the Commission research national best practices in diversity and inventory what Minnesota State Mankato is doing.”*

SUBCOMMITTEE MEMBERS: **Matt Carlson, Kellian Clink and Doris Marie Hill**

FINDINGS AND RECOMMENDATIONS:

After an initial quick review of the limited information available on web sites the committee believes this charge should be tabled until summer 2009 when more time is available for extended research.

There is value in reviewing the practices of other similar institutions and making comparisons to the current practices at Minnesota State. There are also important resources available which the commission should review as a part of the process to identify and establish a recommendation of “best practices”. One example of research available–

Aguirre, A., & Martinez, R. (2007) *Diversity leadership in higher education: ASHE higher education report*, Volume 32, Number 3. San Francisco: Jossey-Bass.

Further review may lead to a recommendation of the need for primary research on this topic.

Sample University websites focused on Diversity.

<http://www.stcloudstate.edu/ocd/projects/default.asp>

<http://www.academic.umn.edu/equity/>

<http://www.und.edu/dept/diversity/index.html>

<http://www.usd.edu/diversity/>

<http://www.mnsu.edu/diversity/commission/>

Sample of additional resources to review:

McGowen, L. (2007) *Beyond Diversity 101: navigating the new opportunities*. New York: Practicing Law Institute.

Accrediting Council on Education in Journalism and Mass Communication (2003) *Diversity: Best practices: A Handbook for journalism and mass communication educators*. Lawrence, KS: Accrediting Council on Education In Journalism and Mass Communication.

Hubbard, E. (1998) *Best Practices in Institutional Planning for Diversity*. Boulder, CO: Western Interstate Commission for Higher Education.

Arnold, J. (2006) *Moving beyond access: Institutionalizing best practices for the inclusion of underrepresented faculty and administrators*. Ed.D. dissertation, University of Pennsylvania, United States -- Pennsylvania. Retrieved April 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 3209988).

Fitzpatrick, R. (2003) *Diversity and academic excellence: The pathway to national preeminence*. Ed.D. dissertation, University of Pennsylvania, United States -- Pennsylvania. Retrieved April 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 3084857).

Fortier, P. J. (2002) *Diversity and opportunity: A new paradigm for elite public universities*. Ph.D. dissertation, University of Illinois at Urbana-Champaign, United States --

Illinois. Retrieved April 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 3069993).

Hoyt, K. L. (1998) The diversity challenge: Institutional factors that affect minority student retention at Ohio independent colleges. Ph.D. dissertation, Ohio University, United States -- Ohio. Retrieved April 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 9829171).

CHARGE 3: *“I encourage the Commission to continue offering Diversity Grants and Diversity Awards. The grants were well-received in the initial year and I support the plan for grants and awards during this academic year”.*

SUBCOMMITTEE MEMBERS: Julie Snow and Melissa Van Winkle

FINDINGS AND READINGS:

- 2008 – 2009 Presidents Commission on Diversity Award presented to Dr. Kathleen Maury at the November 2008 Institutional Diversity Dinner. Award included plaque and \$500.00 award.
- 2008 – 2009 President’s Commission on Diversity Grants were distributed to four faculty and two students. \$2,500.00 was divided among the six recipients.
- All Diversity grant recipients are invited to present their project as part of the 2009 – 2010 Diversity Institute.
- Two grant recipients from the 2007-2008 grants distribution presented their project/research in the Spring of 2009 as part of the Diversity Institute series.
- Instituted formal notification and distribution processes for grants.
- Commission recommended the Diversity Award be renamed the Betty Young Diversity Award in honor of Dr. Betty Young.

Recommendations:

- Identify funding level available for 2009 – 2010 Diversity Awards and Grants.
- Review current grant and award criteria based on new funding level.
- Change diversity award from a \$500.00 cash prize to a recognition only award.
- Form a grant and award selection sub-committee made up of Commission members.
- Develop scoring procedures and feedback process for applicants.
- Implement standardized application form for future use.

**2008 – 2009 President’s Commission on Diversity
Award and Grant Allocations**

Total Funds Available: \$3,000.00

Name:	Grant/Award	Fall/Spring	Amount:	Project Title:
Kathleen Maury	Award	Fall ‘08	\$500.00	2008-2009 President’s Commission on Diversity Award for outstanding commitment to diversity and support of immigrant students and families.
Maurella Cunningham	Faculty Grant	Fall ‘08	\$500.00	The Missing Link: Building Bridges – Creating Connections.
Carol Werhan	Faculty Grant	Fall ‘08	\$400.00	Changes in Teacher Candidates Intercultural Development Following a Cross-Cultural Emersion Field Experience
Vang Tou Xiong	Student Grant	Fall ‘08	\$500.00	The Life of Hmong Lao College Student at Dong Dok University & Faculty of Engineering.
Jocelyn Stitt	Faculty Grant	Spring ‘09	\$300.00	18 th Annual British Commonwealth and Postcolonial Studies Conference – research on immigrant parenting and diversity issues
Shane Bowyer	Faculty Grant	Spring ‘09	\$300.00	Examinations of entrepreneurial motivations of students in a global market: Differences between MSU, Mankato and Eden Campus in South Africa
Jeffrey Thomae	Student Grant	Spring ‘09	\$500.00	Attend Sport, Sexuality & Culture Conference

**Minnesota State University, Mankato
2008 - 2009 President’s Commission on Diversity
Professional Development and Research Grants**

The President’s Commission on Diversity is seeking applications for diversity related professional development and/or research grants.

NATURE OF AWARD:

Stipends of up to \$500.00 are available for professional conferences related to issues of diversity in higher education, or conduct research in this area. Awards will be granted in two categories: 1) students and 2) faculty and staff.

ELIGIBILITY:

Applicants must be MSU students, faculty, or staff. Current members of the President’s Commission on Diversity are not eligible to apply.

CRITERIA FOR SELECTIONS:

1. The President’s Commission on Diversity will review all grant applications.
2. The awards will be based on relation of activity to issues of diversity in higher education.
3. Financial need and access to other funding sources.

4. Extent to which the activity benefits the applicant, campus, and/or local community.
5. Priority allocation given to applicants who received no PCD funding in current or prior fiscal year.
6. Funds must be expended by June 30, 2009.

APPLICATION DEADLINE:

- November 14, 2008 and February 15, 2009
- Applications can be submitted to the MSU Affirmative Action Office, Rm. 112 Armstrong Hall. Electronic applications are preferred and can be emailed to melissa.van-winkle@mnsu.edu

GRANT APPLICANT INFORMATION REQUIRED:

- Applicant name, address, phone and email address
- Job Title or Student Classification
- Dept., Major or Program
- Title of Conference/Project
- Date of Conference or Expected Completion Date
- Location of Conference
- Conference Website (or attach information)
- Amount requested (up to \$500.00) - If funds are inadequate to cover the requests of all eligible applicants, the available funds may be distributed at less than the maximum and/or the support requested by each applicant. If additional funds are available awards greater than \$500.00 may be disbursed to proposals showing demonstrated need.

GRANT APPLICATION NARRATIVE AND BUDGET:

Maximum length - three pages, single spaced, minimum 12 point font

1. Explain the relationship of your research/professional development proposal to issues of diversity in higher education or, for students, to your academic and career goals.
2. How would this activity benefit the campus community?
3. Please attach an itemized budget. Eligible expenses include, but are not limited to: airfare, hotel, taxi, food, conference registration, organization membership fees, and research supplies.
4. List all professional development or other funding sources available to you this fiscal year for this specific project. What is the current status of alternative funding source requests?
5. Please provide a narrative explanation of how proposed funds will be used and their connection to diversity issues at Minnesota State University, Mankato.
6. Employees only: Do you anticipate being employed at Minnesota State University, Mankato the semester following disbursement?

**Minnesota State University, Mankato
President's Commission on Diversity
2008-2009 President's Diversity Award**

Reaffirming Minnesota State University, Mankato's commitment to diversity, the President's Diversity Award recognizes the contributions of faculty, staff and administrators whose service contributes to the development of a more culturally diverse campus community. Nominations are solicited annually each fall semester and recipients will be honored at the annual Diversity Dinner.

NATURE OF AWARD:

1. Up to two awards will be made each year.
2. Each recipient of the President's Diversity Award will receive a recognition plaque and \$500.00 for projects or practices that best reflect the implementation of campus diversity goals.
3. Award winners will be announced in November 2008.
4. Recipients will be honored at the November 21, 2008 annual Diversity Dinner where recipients accept the award and announce how they will use the funds to enhance diversity at Minnesota State Mankato.

ELIGIBILITY:

Nominations are welcome from any member of the university community. Nominees must be Minnesota State Mankato faculty, staff or administrator.

CRITERIA FOR SELECTION:

The award recipient(s) will have demonstrated a high regard for diversity by demonstrating one or more of the following:

- A commitment to the spirit of diversity
- Leadership through positive interaction between persons of different cultural backgrounds.
- Behavior which illustrates commitment to inclusion of persons within the institution who are members of traditionally under-represented groups.

NOMINATION LETTER:

Nomination letters should:

- 1) Indicate the nominee's category (faculty, staff, student, unit)
- 2) Include the name and email address of nominee and nominator
- 3) Clearly state how the Nominee demonstrates a commitment to the principle of "diversity" through activities related to the promotion of diversity in the Minnesota State Mankato community.

- 4) Cite specific examples of Nominee's commitment, leadership, positive interactions, and behavior that show innovative and creative initiatives or actions to effectively remove barriers to inclusion.
- 5) Describe how the University has benefited from Nominee's work.
- 6) Cite any civic and community involvement and/or professional memberships outside of Minnesota State Mankato.
- 7) Include one sponsoring letter from someone (i.e. faculty member or administrator) that knows the nominee and is able to assess the nominee's contributions to diversity.

The President's Commission on Diversity will review all nominations with final decision made by the President. Submit nomination letters (electronic submissions are welcome) to: Minnesota State Mankato Affirmative Action Office, Rm. 112 Armstrong Hall. Electronic applications are preferred and can be emailed to melissa.van-winkle@mnsu.edu

2008 – 2009 NOMINATION DEADLINE:

The deadline for receipt of nominations and all supporting documents is November 1, 2008.

CHARGE 4: *“I urge the Commission work with the Honors Program and provide input regarding global diversity”* and **CHARGE 10:** *“I encourage the Commission to pursue the possibility of developing a convocation requirement for graduation that would include attendance at a diversity event. The Commission should work with Academic Affairs and follow normal University processes in moving this idea forward”*.

SUBCOMMITTEE MEMBERS: Thomas Gjersvig, Ricardo Muggli, Ryan Yunkers

FINDINGS AND RECOMMENDATIONS:

The subcommittee looked at a 3-pronged approach to achieving the President's charge. One option was to explore a true “convocation”, the second was to use co-curricular transcripts, and the third was to utilize the Purple and Gold courses. Here is the information on option 2:

Co-Curricular Transcripts

This model could help student achieve a diversity requirement in that co-curricular transcripts are used as a way of recording, tracking, and potentially approving student involvement in out-of-classroom experiences.

Benefits of this option:

1. Students would have an “official” record of co-curricular involvement to show potential employers
2. Data analysis could be run on records kept
3. Alumni could use the information for contacting certain groups (i.e. all members of service organizations)

Challenges of this option:

1. Symplicity Software is one company who offers software to manage a co-curricular transcript system. They quote us at between \$7,500-\$9,000 annual cost plus \$2-4K start-up cost. Other areas (Rights and Responsibilities, International) have also explored going with this software company for modules in their areas – this would make the cost slightly lower.
2. There would be significant on-campus administration to this program. Marketing of the system, training for both students and those administering the system, and staff time would be needed. This isn't the kind of program were someone could easily do this as a small project on the side if we wanted to fully invest and do it right.
3. There would need to be processes and guidelines in place to determine which programs and events would “count” as fulfilling the diversity requirement.
4. If there was no approval process and students simply recorded what they wanted, it would be an easier system, but not very credible as there would be no verification of participation. However, if verification was needed, accurate records of attendance at events, participation in activities, and active membership in organizations would need to be kept. If it truly was a graduation requirement we can envision a student applying for graduation and insisting that “Yes, I did attend the Pow Wow my freshman year”.

Recommendation of this option:

This is an expensive option both in capital and time. The former Student Leadership Development and Service Learning office offered a co-curricular transcript of sorts in the past which was done internally, but it was not widely used. Most students list their co-curricular involvement on their resume, and having it listed on a separate page on their transcripts may not have such a significant impact to justify creating this new system. Finally, a system for Purple and Gold diversity courses is already in place and could be more readily utilized.

A) The commission works with the Honors Program and provides input regarding global diversity.

PDC members Ryan Yunkers and Ricardo Muggli are on the Co-Curriculum committee of the Honors Curriculum Committee. The Learning Community component of the new Honors Program redesign will have both domestic and international diversity. Institutional Diversity and International Student & Scholar Services are assisting the Honors Program Director in identification of diverse applicants.

Honor's mission statement: The mission of the Honors Program at Minnesota State University Mankato is to encourage future leaders, researchers, and global citizens by providing high ability and motivated students with exceptional learning opportunities, mentoring relationships and a community of scholars that foster their development as future leaders in a global society.

B) Create a true “Diversity Colloquium” where a certain event or events are required to graduate, and that certain events are “approved” diversity events

Similar issues as the Co-Curricular transcript: Who decides, how tracked, and how does MSU fund headliners to address students.

C) Utilize and support enhancing the Purple and Gold graduation requirement already in place, with particular emphasis on the Gold requirement.

Gold Requirements include:

To give students learning opportunities to experience diversity with supervised reflection; to assist them in recognizing and responding to conditions of marginalized populations.

Students will be able to:

A. Interact with individuals from diverse populations outside the classroom and to have the opportunity to reflect on such interactions.

B. Demonstrate an acquisition of the basic knowledge and understanding of diversity related concepts so that the student’s experience will have meaning and context.

C. Integrate classroom knowledge with experiential learning in analyzing and responding to conditions of marginalized populations.

Benefits: Personnel and systems are already developed to help approve and track student completion of these activities and experiences through a connection to coursework. It’s a new and exciting curricular development that uses the current MSU definition of Diversity. As Student Affairs reorganization occurs, the opportunity for enhanced collaborations with Academic Affairs exists.

Issues: Will the experiential nature of Gold courses cover the breadth of diversity issues other convocation or colloquium methods could cover? Students transferring in with an Associate’s degree won’t have the purple and gold requirement, nor will graduate students.

CHARGE 5: *“I charge the Commission to continue to focus on the Maverick Alliance initiative and further define its goals in collaboration with Affirmative Action, Human Resources, and Institutional Diversity.”*

SUBCOMMITTEE MEMBERS: Linda Duckett, Reggie Edwards, Mike Fagin, Linda Hanson, Kelly Meier, and Betty Young

FINDINGS AND RECOMMENDATIONS:

The subcommittee that formed accomplished the following towards implementing the Maverick Alliance:

- The Director of the Maverick Alliance was elevated to an Assistant Vice President position (AVP).
- A position description has been developed for the AVP of the Maverick Alliance.
- The proposed position description for the AVP was titled AVP for Diverse Faculty and Staff Recruitment.
- Follow-up discussion on this position will continue with cabinet in efforts to have the position approved for fall of 2009.
- To initiate the Maverick Alliance the AVP position would start on a part-time basis recognizing the budget limitations facing the university.

Maverick Alliance Task Force

In addition to these members of the President’s Commission on Diversity who formed the subcommittee, we included these representatives:

- *Scott Olson, Provost*
- *Avra Johnson, Interim Assistant Vice President for Planning*
- *Lori Lamb, Director of Human Resources*

The Maverick Alliance Task Force has met regularly throughout the academic year; we also met with the Integrated Marketing Team to review an employee recruitment video featuring Provost Scott Olson.

A number of units on campus work to recruit, hire, and retain underrepresented employees; we believe that diversity recruitment could and should be more active and comprehensive, and we respectfully submit the following recommendations.

Note that research indicates that it takes five years to “change a culture.”

THREE RECOMMENDATIONS

- Recommendation One: Create position and hire a professional to lead the Maverick Alliance
- Recommendation Two: Establish and charge a Maverick Alliance Team
- Recommendation Three: Launch employee recruitment video

RECOMMENDATION ONE: Create a position and hire a professional to lead the Maverick Alliance

An AVP position has been developed and shared with cabinet and the commission. Follow up discussion with the cabinet and PCD have been scheduled for July and August.

Plan A: Full-time professional

- **See attached Maverick Alliance sample position materials**

Plan B: Part time professional

Plan B will require collaboration between the VP for Institutional Diversity and the VP for Academic Affairs to fund a part-time position. This plan requires 50% release time for an existing faculty member.

DETAILS of POSITION

Professional to lead the Maverick Alliance

- This person would be a RECRUITER
- No duplication with Affirmative Action and Human Resources
- In sync with our integrated marketing strategy and our strategic priorities
- We do advertising-- we're not recruiting or courting
 - We need someone to go to fairs with materials, host a table, build relationships
 - Get acquainted with directors, associations
 - We need to encourage (unsuccessful) candidates to re-apply for future searches
 - New on-line application form includes opportunity for candidates to be notified if a job in their area is posted in the future
- Ambassador for the University
 - We had one in Human Resources in the early 90s who was successful
 - Nurture contacts
 - Complement what we have established
 - Attend college fairs
 - High schools
- Consultation
 - Be sure our processes are working
 - Steward the process
 - Be of assistance in getting good candidates
 - Be an advocate, resource person (Affirmative Action and Human Resources cannot do this—they must be objective)
- Re-direction/ Cost (see resources category below)
 - Part of what we spend on other budget lines might be re-directed to this position
 - Significant return on our investment
- Timeline
 - Two-year process to make contacts to build relationships/ area recruitment sources
 - It takes five years to “change a culture”

Could be Permanent or Interim or Fixed Term

- Need a balance between what's ideal and political realities of getting there
- Long-term, staff position as written
 - If not for fall, need to find way to make it happen through part of a position
- Right person puts in time beyond the clock, needs to be conspicuous and seen

Permanent Position

- Shows our commitment to this initiative

- Gives continuity
- Makes many things easier
- In administration there are “things to learn”
- MnSCU has a current push against interim positions
- Person doing this usually at cabinet level
- Takes five years to “change a culture”
- A rotation might not show our commitment as much
- Important to the university

Interim or fixed term

- Staff development opportunity
 - If person returns to collective bargaining unit, the union won’t be as “agitated” about losing a person
 - Three-year position would be a beginning
 - Lots of businesses have a three-year training position
 - No university really has a training program
- Faculty model of Academic Affairs, in position for two or three years, then back to bargaining unit
 - In-house developmental
 - Bold and transformational—“brew our own” from our campus family
 - Like ACE fellow, wouldn’t continue, build and use skill sets, then return to original position
 - Difficult at this time to add administrative positions
 - Need university buy-in
 - Pathway for staff to develop skills

Required Qualifications

- Doctorate required?
- Advanced degree plus experience?

Other Qualifications, kind of person we want to identify for this position

- Professional
 - knowledgeable about how to do caretaking
 - seasoned person who understands academia, cultures, what’s significant
- Salesperson type personality, outgoing
- Someone with “credentials” and credibility
 - What are the credentials of others doing this position?

Great Deal of Work in this Portfolio

- weekends and extras
- part of community
- mentoring (similar to CETL)/ collaboration
- lots of caretaking

Prepare Climate to welcome people

- underrepresented (and all) hires need to have support from campus community
- reception and education to get people on board

Currently

- Nobody is doing institution-wide diversity advertising
- The person in this position will need to be in “lock step” with marketing

Support for Employees

- Create a cohort group for help and assistance
- Similar to what we provide for undergraduate and graduate students
- No “concierge services” for new hires
- Housing and economy
 - Need to do same for all groups
 - No housing assistance for faculty
 - Economy makes it even more critical
- Incentives to come here somewhat limited
 - Some universities have incentives, but we currently have
 - No consistent programs for travel assistance
 - Some units on campus give extra duty days to help with relocation
 - No housing allowance; housing has been described as “terrible”
 - No welcome basket
 - No positions for trailing partners
 - Some institutions give ½ position for one year
 - Trailing spouses need to connect with the community

RESOURCES

Need to be reasonable and adequate to support position

- **Budget**
 - Advertising
 - Clerical support
 - Materials
 - Travel
 - Training (employees in other units) for their help with recruiting at professional conferences
- **Advertising and Materials**
- **Dedicated Office**, 1/2 time clerical support
 - mailings and contacts
 - people who call need to talk to a “person”
 - stay in contact with candidates
 - build resume banks
- **Travel and Travel Budget**

- Need significant travel budget
- Position somewhat of a roadie
- No budget in HR to attend specialized forums for underrepresented candidates
- Four major GRE forums a year for doctoral level people
- PhD students—E coast NY to Florida
- Southern belt career and professional conferences
- Alcorn College to Tugaloo, Jackson State, New Orleans, Alabama
- Series of professional national conferences
 - Society of Hispanic Engineers
 - Society of Black Engineers
 - National Association of Legal Professionals
 - Black MBA's

Possible Sources of Funding

- Institutional Grant allocations could be used
 - From system office, ongoing if it follows pattern
- First wave grant from MnSCU to base budget
 - Second wave, access and opportunities—(Mike Lopez)
 - 22 million
 - centers of excellence
 - distribution of 5 million to campuses
 - Our allocation 479,000
 - Some talk of additional dollars?
 - This would underwrite two positions
 - Last year 165,000 allocated to rehab of facilities
 - Dollars “fenced in” for two more years
 - With shift in existing funds, safe for two years
 - Dollars not out of university base budget—better way to “sell” to Cabinet and unions
 - Not part of 10% cut

LOCATION and REPORTING LINE

Position to be in Institutional Diversity

- Area can help to guide, nurture, develop position, in addition to supporting recruitment and retention
 - Report to Vice President of Institutional Diversity
- We recruit students, some of same people can also recruit faculty
 - Funding to Institutional Diversity to creatively attach this recruitment time in a dual way, use staff efficiently and wisely
 - Already have procedure in place for faculty going to conferences, Institutional Diversity pays for extra day to recruit students (Undergraduate and Graduate)

Other

- Possibility for consortium, collaborate with Gustavus Adolphus College, other institutions?
- Person needs to be given entrée by members of underrepresented communities

RECOMMENDATION TWO: Establish and Charge a Maverick Alliance Team

Maverick Alliance Team

Serve as a conduit of information in strategies, marketing, and implementation

- Advisory Group
- Campus-wide representation
- Make recommendations
- Support efforts, help with buy-in
- team is an excellent concept
- legitimacy to community-- inclusive
- campus can understand that diversity is valued and incorporated into the environment
- Academic Affairs, Affirmative Action, Human Resources, Institutional Diversity
- Need for new voices, perspectives and ideas
- President to send a letter of invitation to bargaining units/ divisions to send forward representatives

Representation

Convener-- Director of the Maverick Alliance or Member of the Maverick Alliance Team

One representative from each of the following

- Three largest bargaining units
 - AFSCME
 - IFO
 - MSUAASF
- Academic Affairs or Dean's Council
- Affirmative Action
- Cabinet
- Human Resources
- Mankato Community
- President's Commission on Diversity
- President's Commission on the Status of Women
- Student Affairs Council

Maverick Alliance Core Team

Small work group to help ground and guide efforts in this area

- Director of the Maverick Alliance
- Representatives from
 - Academic/ Student Affairs
 - Affirmative Action
 - Human Resources

SEARCHES

Search Committees

- hard to know if diversity is part of the conversation
- easier with on-line system—better data to assess things
- much variation—different searches, depends on the group
 - what do they think about diversity?
 - how do we get at that inconsistency?

Materials

- could include more information about our campus and unit profiles, and our commitment to diversity
- how we say things tells certain applicants if they should apply
 - statements beyond required EEOC/AA on forms would be more descriptive

Applicant Pools

- Many meet qualifications, and many do not meet qualifications
- Screening-summary form tells us who is qualified
- Need to hone in on those qualified to be in the pools

On-line Applications

- Now up and running
- Help greatly
- Set of questions dealing with diversity must be answered in specific box for application to be complete
 - Candidate responses can't be buried
 - Search committees can find it easily
- Can pull data from the system regarding review of pools and candidates-- who is selected and why—in a more meaningful way to request, review and assess broad profiles and specific information
 - what's working well, and what are the impediments?

ACTION PLAN/ other considerations

Diversity is part of our institutional culture, we expect people to value diversity.

- Do an analysis of our search policies, procedures, and data
 - Ask tough questions
 - What are the things holding us back from our goals to recruit, hire, and retain underrepresented employees?
 - Review and distribution of data
 - We could benefit from hosting focus groups, different groups, hiring managers
- Affirmative Action and Human Resources

- We do work in our various offices, search committee hands off materials to hiring manager—specific tasks for Affirmative Action and Human Resources are part of this
- People ask for exceptions for non-qualified people (and Affirmative Action and Human Resources “hold the line”)
- Initiatives with Search Committees and Shareholders
 - Diversity questions used by search committees
 - System office recommended the ones we use
 - We can review and field test those questions
 - Dialogue/ sounding board
 - What have candidates done in the past?
 - What can they do in the future?
- Ask questions of others in the search process
 - Discussions with this group and broadly across campus
 - None of us has all the answers
 - We set base line minimum level of what needs to be done
- Other Connections
 - we are part of HERC (Higher Education Recruitment Consortium)

Professional Development Plans

All members of the campus community—employees and students-- can contribute in meaningful ways to creating the climate for diversity. Some units actively include diversity goals in Professional Development Plans/ Article 22. We believe that:

- Diversity should be part of the professional development plans, not just the search conversation
- New employees should see this as part of the reality on our campus

RECOMMENDATION THREE: LAUNCH EMPLOYEE RECRUITMENT VIDEO

Faculty Recruitment Video

- Created a year ago by the Integrated Marketing Team as a marketing tool for faculty/ employees
- Recently the marketing team has been charged to overhaul the student recruitment pages, but there is no reason to wait to deploy this video
- Launch would be international recruitment tool for faculty and other employees
 - Other bargaining units don’t all recruit nationally or internationally
 - Other videos (for other bargaining units) could be developed as time and budget allow
- This video could serve as a pilot, phase one
- Competitive recruitment tool to recruit faculty; uplifting

Phase One: launch the employee recruitment video already in place

- Completed 2007-2008
 - features Provost Olson
 - the Integrated Marketing Team has told us we are “all systems go” for the launch, awaiting the go-ahead from the President!

Phase Two: include multiple videos

- Testimonial from some campus employees, to include those from underrepresented groups, others
- University video blogs from students, updated weekly

Charge 11: *“I request that the Commission continue to work with my office in securing appropriate office space, i.e., within new buildings or future renovated space”.*

Subcommittee Members: Mike Fagin and Linda Duckett

Findings and Recommendations:

During the 2007-2008 academic year we purchased a laptop computer and a camera. This year we purchased two two-drawer file cabinets which were housed in the respective faculty offices of the Co-Chairs. Dr. Duckett continues to store the PCD file cabinet in her Department of Music office, and thanks to support and assistance from the Memorial Library Dean’s Office, we now have a carrel in the Memorial Library where Dr. Young’s files and materials are being sorted and stored.

A dedicated space for an office continues to be a priority; we need a place for Commissioners to meet with members of the campus community, and for Co-Chairs and Graduate Assistants to do their work. Although the Integrated Marketing Team has recommended that we order stationery and business cards to move formalization of our operations to the next step, this is not possible since we have no official address.

We have worked with members of the upper administration, their support staff, and with the planning team, and we still have no dedicated space.

The President’s Commission on Diversity needs a dedicated space, and our recommendation for such a space continues. The Division of Institutional Diversity is seeking to find space for the Latino Center in the Centennial Student Union and would propose that the remodeling of space in the student union include providing office space for the Presidents Commission on Diversity.

CHARGE 6: *“I ask that the Commission collaborate with the Workplace Environment Committee to assure a positive workplace environment for all members of our diverse community”.*

SUBCOMMITTEE MEMBERS: Jeff Halbur, Linda Hanson, and Jerry Robicheau

FINDINGS AND RECOMMENDATIONS:

The Great Place to Work task force has continued to meet over the past several months with various bargaining units and administration to gain their input into the Great Place to Work Survey results from the March 2008 campus wide survey. In addition, a sub-committee has continued to have campus conversations on our core values. We've gleaned the many inputs (over 1,200 inputs on core values alone) down to 10-12 key, core values. The top 12 Core Values, along with the frequency number based on the survey results are; 227 Diversity, 219 Access and Opportunity, 130 Excellence, 122 Respect, 120 Community, 110 Integrity, 110 Pride, 103 Continuous Learning, 95 Leadership, 67 Responsibility, 60 Collaboration, and 60 Accountability. Those will be further gleaned down into what people feel is the "heart and soul" of our values as a campus community. The goal will be to present something to the president in the fall. Since Jeff Halbur serves on the Great Place to Work Task force, he can continue to provide the PCD updates and act as a liaison for the committee.

CHARGE 7: *“I charge the Commission to review our efforts in the success of underrepresented students, looking specifically at the retention and graduation rates. After this review, I request that an inventory be prepared of what is currently done in this area, and that ideas be offered for improvement and assistance provided in assessing and monitoring progress”.* **CHARGE 9:** *“I ask that the Commission research national best practices in diversity and inventory what Minnesota State Mankato is doing”.*

SUBCOMMITTEE MEMBERS: Amy Mukamuri, Ryan Yunkers, Jesus Hernandez

FINDINGS AND RECOMMENDATIONS:

Based on our subcommittee conversations and clarification from the larger PCD we have the following conclusions addressing this charge:

1. We understood that our charge was not to actually assess all the recruitment and retention efforts, but to see if these areas are being addressed, and to make recommendations if that is NOT the case.
2. We find that there **is** already a University-wide committee addressing graduation rate discrepancy.
3. We find that there **is** already a University-wide committee on enrollment management in progress.
4. We find that there is a substantial analysis and report of retention efforts and measures collated by Institutional Diversity which contains most of the data relevant to retention numbers of underrepresented groups. These figures are not contained in this summary but can be found in the Institutional Diversity annual report.
5. Our subcommittee decided to add “Veterans” as a special population. We queried Veteran graduation rates; the most current data, albeit from a small N number shows that
 - a. Fall 2001 – of 23 Veterans, 35% graduated compared to 50% non-Veterans
 - b. Fall 2002 – of 20 Veterans, 25% graduated compared to 51% non-Veterans

Our recommendation is that a representative from the above-mentioned University-wide committees (#2 and #3) present briefly to either the entire PCD or to the sub-committee. Our overall analysis is that our charge **is being met** through the efforts of Institutional Diversity and the various departments and campus committees already in existence.

IV

Executive Summary

The President's Commission on Diversity experienced and enjoyed a productive year. There was active and positive participation from all members. Attendance was very good at all meetings and small and large connections were made campus wide. The commission members also interacted with all of the groups that the President recommended. The enthusiasm for the work resulted in adding meetings in the summer. This is the first year that the commission will meet regularly during the summer months.

One issue that continued to be brought forth was the issue of focus. Some members felt there was a dissipation of energy as a result of too many initiatives. Could we discuss, for next year, prioritizing the work of a few initiatives? Thinking about where to concentrate the work?

The commission is functioning as a collaborative team and keeping the vision of its founding member, Dr. Betty Young, alive. Dr. Young is missed but her spirit and energy for making MSU a welcoming and inclusive environment for all students, faculty and staff remains at the core of the work of the commission. This year the commission contributed to the Dr. Betty Young all day sports camp for youth. Recently, the camp was renamed in Dr. Young's honor. The commission helped underwrite the costs of t-shirts and brochures.

The subcommittees that formed to address each charge worked hard to understand and realize the goals of those charges and provide reports that help determine the direction for the next academic year. Each subcommittee summarized their work and provided recommendations.

The commission recommends strongly that there should be increased opportunities for communication with the President. Although the charges are very explicit, it was extremely helpful when President Davenport came to a commission meeting to field questions and clarify points. The commission understands the President has an extremely busy schedule but we respectfully request that the commission meet with President Davenport two times per semester. We believe that dialog between the commission members with their front-line experiences and the vision of the President with the big-picture vantage point can only benefit the students of the university.

Some highlights from the past academic year include:

- Diversity was the number one identified Core Value gleaned from the survey given to all faculty and staff by the Great Place to Work Taskforce.
- MnSCU Awarded MSU the following awards at the inaugural Diversity and Multiculturalism Awards: *Institutional Excellence Diversity Award, Outstanding Student Organization Diversity Award and Innovative Practices in Diversity Award*

Students, faculty, and staff are the fiber of the university, and the commission is committed to studying the issues and acting on insights that can work to make MSU a destination school that is welcoming and inclusive of all.

Commissioners are honored to serve the university community and share in the President's vision and commitment to support and promote diversity. We thank you for your commitment to these shared goals and ideals.

V

Additional Items

- Excluded Staff Position Analysis Questionnaire, Assistant Vice President for Diverse Faculty/Staff
- Final report regarding Strategic Priority Funding Project: Online Exit Interviews (continuation of work from previous years)