MURRAY STATE UNIVERSITY DIVERSITY PLAN (THE PLAN)

CPE Staff Review: **April 3, 2017**

CPE CEO Reviews: **June 2, 2017**

July 20, 2017

MuSU Board of Regents Approval:

August 25, 2017

CPE Approval: **February 2, 2018**

x   Meetings with the Collegiate Deans –

MuSU foresees an institution where diversity is woven into the curriculum, the workplace, and the lives of every student, faculty, and staff member in a manner that strengthens and nurtures the region that the University is asked to serve.

Statement of Purpose

Murray State University serves as a nationally-recognized residential comprehensive university. MuSU is comprised of the main campus, extended campuses, and an online presence that offer high quality degree programs. Among the University's core values and guiding principles are diversity, teaching, research, and service.   These core values are guiding principles that promote economic development and global citizenship.

One of Murray State's core values is diversity. It understands and affirms that diversity is inextricably linked to excellence. Murray State values attracting, developing and maintaining a diverse, high-quality faculty, staff, and student body. It endeavors to create and promote a culturally diverse community to be accepting of and sensitive to diversity in its many varied forms.

MuSU places a high premium on academic outreach, collaborative relationships with alumni, public schools, business and industry, governmental agencies, and other colleges and universities nationally and internationally. The University prepares graduates to compete in a culturally diverse and global society. MuSU's commitment to global awareness includes opportunities for international education and cross cultural exposure.

Transitions courses and honors programs, internships, study abroad programs, service learning, research and innovation, student organization involvement, experiential learning, Honors College, and the Residential College system all promote student-centered learning.

MuSU recognizes its greatest competitive advantage lies within an increase in student enrollment, recruitment, retention and graduation rates; employee recruitment and retention rates and an increase in campus wide exposure to a marketplace of ideas which fosters a welcoming and safe environment. MuSU continues its vigorous observation and environment with state and federal antidiscrimination laws and its own policies which promote non-discrimination. Other key institutional values, statements, and missions are available online.

- x Non-Discrimination Statement - The University's non-discrimination statement appears on the website of the Office of Institutional Diversity, Equity and Access (IDEA) at: Changes in the   http://www.murraystate.edu/idea .
- x Institutional Mission Statement - MuSU's institutional mi2 (a)6p7t69.02 Tc 3 Tc 3 .002 TSpan <</M

Development Efforts   and Implementation Responsibilities

The President's Commission on Diversity and Inclusion (PCDI) is charged with assisting the Office of Institutional Diversity, Equity and Access (IDEA) with the development and ongoing review of the Diversity Plan and initiatives while also tracking progress. PCDI engages working groups to address specific areas outlined in the statewide policy. Information and input may be gathered from students, faculty, and staff during established forums, meetings, seminars, events, or other modes of public and private feedback. Notice of the Plan's availability and any subsequent updates are distributed via the University's official electronic newsletter and the PCDI website. IDEA acts as the liaison to the PCDI to ensure the University is i Uni

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A. Implementation Timeline

CPE Statewide Planning , Implementation & Reporting   Timeline
This plan will be reviewed on the schedule below as determined by the CPE on a document dated September 26, 2016:

Phase I   Planning
                 Inclusion Excellence Symposium at Northern Kentucky University –
                 October 13- 14, 2016
                 CEO meeting – October 13, 2016

Phase II   Plan Review and Refinement
                 Institutional Diversity representatives meeting – January 23, 2016
                 Rough draft of Campus Diversity Plans due to CPE – April 3, 2017
                 Institutional Diversity representatives meeting – April 10, 2017
                 Campus review plans with stakeholders – April – May 2017
                 On-site review teams for in-depth discussion of plans –May – June 2017
                 Presentation of final plans/Final recommendations by CEO – July 20, 2017

Phase III   Plan approval and Submission
                 Campuses received approval from institutional governing board – August –
                 September 2017
                 Final plans submitted to CPE – October 1, 2017
                 CEO meeting – October 16, 2017
                 Institutional Diversity representatives meeting – January 2018

Phase IV: Implementation and Reporting
                 Data Collection Period – August 2017 – June 2018
                 Preliminary annual report with data (not scored) – September 14, 2018
                 Optional draft annual report to CPE – December 14, 2018
                 CPE feedback to campuses on optional draft report – January 10, 2018
                 Year 1 Campus reports due to CPE and CEO – March 1, 2019
                 Review team results presented to CEO and Council – March - April 2019
                 Degree ineligibility begins (if applicable) – Fall 2019

Institutional   Implementation   and Annual Reporting Timeline

The following graphic is a proposed timeline for the institution and subject to change. Please note that the first report will not be due until December 1, 2018 and will cover a collection period from August 1, 2017 – June 30, 2018.

Strategies

MuSU has developed clear strategies as follows:

- x   Educate students, faculty, and staff

    x Foster a campus environment that understands differences and encourages respectful dialogue and interactions among students, faculty, and staff

    x Forge and strengthen partnerships with diverse constituencies, including businesses, Civic, and community organizations

The plan endeavors to be:

1. Geographically expedient and
2. Economically viable while fostering a culturally-conscious campus climate

The Murray State Plan is organized under three focus areas, as defined by the CPE, to be annually assessed by the CEO and are as follows:

I.   **Opportunity (Recruitment and Enrollment of Diverse Students) -** (reflects the diversity of MuSU's area of geographic responsibility)
    A. Undergraduate Student Enrollment
    B. Graduate Student Enrollment

II.   **Success (Student Progression & Success)**
    A. Student Retention – 1st to 2nd
    B. Graduation Rates – 6-year graduation rate
    C. Degrees Conferred

III.   **Impact (Campus Climate, Inclusiveness & Cultural Competency)**
    A. Workforce Diversity
    B. Campus Climate and Inclusiveness
    C. Cultural Competency

Section IV of this Plan entitled "Data" houses numerical data, and grids appear throughout this Plan provide the action steps for each unit or responsible party.

I. OPPORTUNITY

MuSU benefits from a diverse student body. Although desegregation directives have mandated previous recruitment to focus on African-American/Black students, the Plan will broaden the focus to actively recruit students from additional underrepresented populations. There is a commitment from the Council on Postsecondary Education and its nine institutions to "not lose ground" in the successful recruitment and retention of African-American/Black students while broadening the recruitment of other groups. MuSU understands that when additional groups are added, funding is important.

In reviewing the current student enrollment data, the proportion of African-American/Black students at MuSU is 6.4% in the 18 county AGR (Area of Geographic Responsibility). The 18 counties are contained in Table 1.

TABLE 1. 18 COUNTY SERVICE REGION FOR MuSU

|		
x **Ballard**	x **Fulton**	x **McCracken**
x **Calloway**	x **Graves**	x **Livingston**
x **Carlisle**	x **Henderson**	x **Lyon**
x **Caldwell**	x **Hickman**	x **Trigg**
x **Christian**	x **Hopkins**	x **Union**
x **Crittenden**	x **Marshall**	x **Webster**

Statewide demographics for college-going students is in a period of decline, especially in MuSU's 18 county service region. The existing ethnic diversity for college-going students as compared to the white representation within the 18 county service region is illustrated in the images following:

GRAPHIC 1. ETHIC DIVERSITY DEMOGRAPHIC INFO - WHITES

Source: KCEWS 2014 Data

GRAPHIC 2. ETHIC DIVERSITY DEMOGRAPHIC INFO - HISPANICS
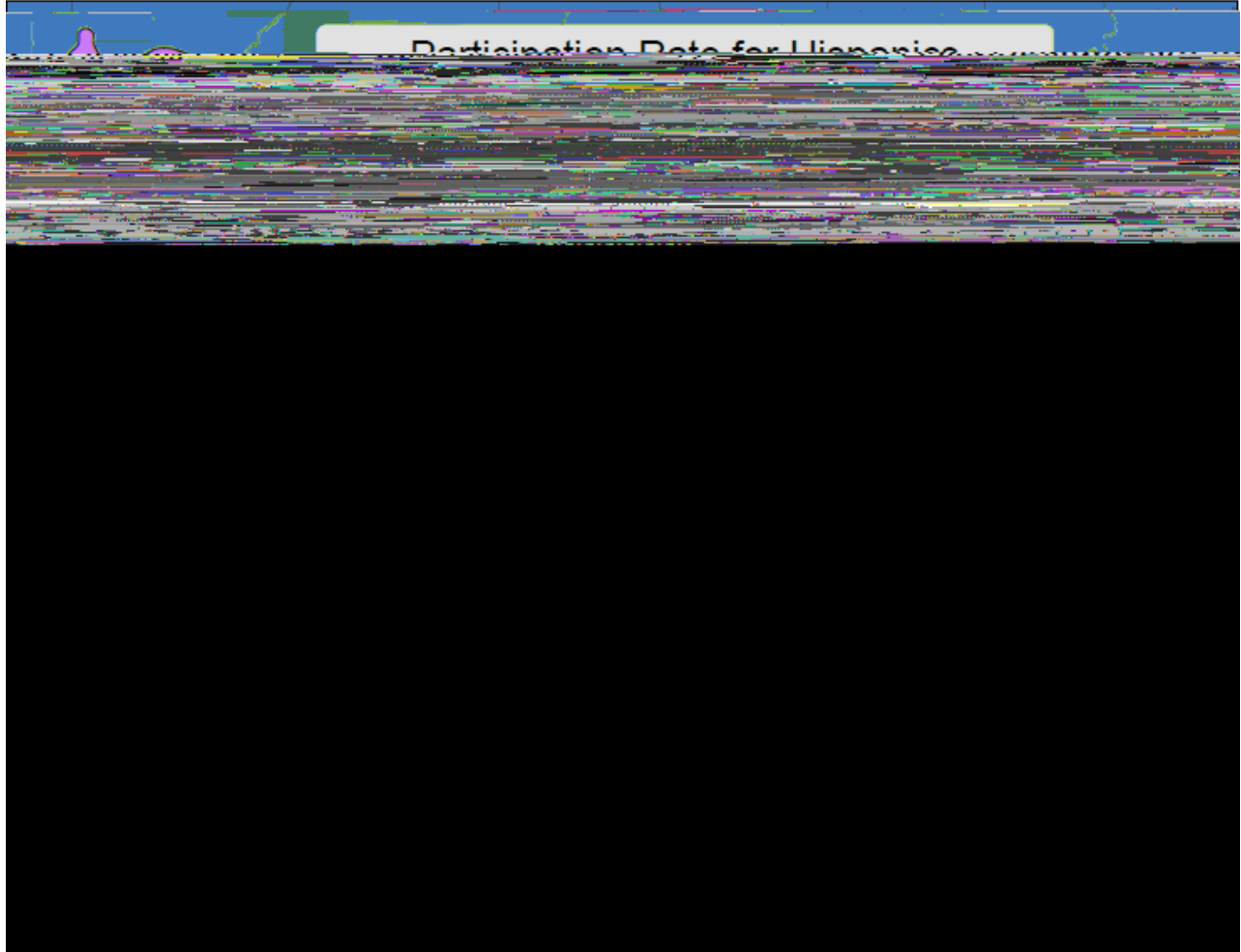
Source: KCEWS 2014 Data

GRAPHIC 3. ETHIC DIVERSITY DEMOGRAPHIC INFO -

Objective 1:Enhance strategically-focused student recruitment and enrollment efforts and increase student retention and graduation rates.

The complete MuSU Strategic Plan may be found at: www.murraystate.edu/strategic-initiatives-plan\index.aspx

Further, the measurable objectives for Undergraduate Student Enrollment are listed in the Data section of this Plan.

GRID 1. ACTION STEPS - Undergraduate Enrollment

Primary Responsible Party /Unit	Action Steps
Office of Enrollment Management	x Review the standing recruitment activities for sensitivity and inclusion of the breadth of student diversity x Create a plan which identifies increasing exposure to the unit to training and awareness of those discoveries which surface during the review x Review annual programs of diversity offered at the University and create a plan which would increase this unit's visibility at those programs throughout the year x Review mechanisms to increase financial aid for low-income, first-generation, and underrepresented groups and continue analysis of underrepresented minority non-enrollees to identify additional actions needed with respect to cost, value, and program availability
Office of Recruitment	x Create a plan which identifies new partnerships with high schools, churches, and community groups to increase the enrollment of underrepresented populations x Survey other institutions that have identified a bridge from the Community College to the University x Establish a clearly-defined pathway from the community college to the university
Office of Undergraduate Admissions	x Participate in training sessions that help with managing the daily interactions with parents, faculty, staff, students, and potential students. Training should target the following areas to continue providing service to a diverse population: customer service, diversity, conflict resolution, and a wide array of communication and professionalism topics x

Office of Scholarships	x Increase marketing and public awareness efforts for the Racer Advantage Grant
Office of Financial Aid	x Survey two areas: o 1 - n

GRID 2. ACTION STEPS - Graduate Enrollment

Primary Responsible Party/Unit	Action Steps
Office of the Provost	x Survey businesses to determine possible continuing education needs and prospective students x Establish a clearly-defined plan to market graduate recruitment enrollment efforts x Survey current graduate students to determine their changing needs to successfully navigate the application process, obtaining financing and moving toward graduation x Increase marketing of the Minority Graduate Fellowships x Develop a marketing plan to attract underrepresented students though scholarships and available funding x Increase the visibility of the minority graduate fellowship. x Increase marketing and recruitment for the Graduate degree and Certificate programs x Establish a clearly-defined pathway for those business partnerships with employees who have undergraduate degrees and may be well poised for the graduate degree offerings x Establish a plan to expand the course programs available through online classes.
Coordinator of Domestic Graduate Recruitment	x Survey institutions that have partnered with Historically Black Colleges and Universities (HBCU)s and Hispanic Serving Institutions (HSI)s to discuss their efforts with attracting and retaining the minority prospective students x Establish a clearly-defined plan for sustained interest and enrollment of minority prospective students in graduate program x Establish a clearly-defined pathway from the undergraduate to the graduate experience x Establish a clearly-defined plan to centralize the graduate student recruitment effort of the institution x Establish a clearly-defined plan to offer sustained Graduate Student Workshops for an online environment that reaches all campuses and prospective students (perhaps YouTube? similar to the Racer Communication Center) to provide education about the application, financing, rigor, and mechanisms for success required for graduate school

II. SUCCESS

Student Recruitment and Retention are sustaining features of MuSU's success. The Division of Student Affairs renders continuous University leadership in the areas of retention, welfare, growth, and development for MuSU's student population. Student Affairs is chiefly focused on addressing the whole student which involves the following dimensions: academic, vocational, social-cultural, civility and tolerance, value clarification, and physical and psychological development. The division, as a part of its broad and aggressive blueprint, positions its workforce to engage in a variety of educational and administrative support efforts. These efforts are intricately tied to the institution's goals for inclusion and excellence and they also guide the student toward meeting both personal and professional goals. Global Citizenship is also a focus that helps students to identify and apply strategies which will address insensitivity and negativity (i.e. harassment, violence, etc.) expressed towards diverse populations.

A.   Student Retention

To establish retention objectives, the Plan will focus on African American/Black, Hispanic/Latino, low-income composite, and a composite of Undergraduate Underrepresented Minority students. MuSU is under no illusion that diversity is solely achieved by increasing a campus population proportionately representative of the aforementioned targeted groups. Measurable Objectives for Student Retention are listed in the Data Section of this Report.
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GRID 3. ACTION STEPS - Student Retention
   Primary Responsibletdt>

includes Marvin D. Mills Scholars and is the primary retention initiative for the Office of Multicultural Affairs

x Establish a plan to provide ongoing support for the Multicultural Parents Advisory Council

x Analyze current physical space and location as

	career workshops to increase participation of underrepresented students x Create plan to develop initiatives for working with employers to build a recruitment strategy/pipeline at the University x Participate in trainings and offerings related to diversity
Director of Student Life/Curris Center	x Continue to develop programming to create a diverse, engaging, and inclusive environment on campus. x Continue to increase the opportunities for diversity training for Student organizations, especially the leadership of the organizations

Deans	x Survey the current programming offered at the collegiate level which offers a diversity component
	x Evaluate the effectiveness of current diversity-focused programming offered in the academic college and identify initiatives for needed programming
	x Execute initiatives identified for needed programming
	x Encourage participation in Mapworks© training for new faculty to enhance the student retention efforts
	x Evaluate the existing curriculum offerings focused on diversity by academic department to identify initiatives for needed curriculum changes
	x Execute initiatives identified for curriculum changes
	x Evaluate the professional development needs of existing faculty in the academic college and identify initiatives to connect faculty with the opportunities as the budget permits
	x Execute the identified initiatives which connect faculty with professional development opportunities as the budget permits
	x Survey the current student organization and professional development offerings within the college which advance student employability and identify initiatives to establish those entities
	x Connect students with opportunities for internships, professional development
	x Provide a mechanism for students to self-identify internship participation and employment secured along with what offerings at the University contributed to their successful connection with an internship or employment
	x Provide ongoing academic advising education to new and existing faculty
Office of Regional Academic Outreach	x Continue to employ retention alerts
	x Continue one-on-one advising at regional campuses
	x Survey the students at the regional campus annually to determine obstacles to retention at each location
Study Abroad	x Survey the existing opportunities for underrepresented and low income students to participate in study abroad offerings and identify initiatives for incre L z' •n aler to

	x Work with the Office of Multicultural Affairs to identify existing awards and respective recipients that could be highlighted in the Hall of Benefactors or the Alumni Center

B.   Graduation R ates

The Measurable Objectives for Graduation Rates are listed in the Data Section of this Report.

GRID 4. ACTION STEPS - Graduation Rates

Primary Responsible Party/Unit	Action Steps
Office of the Provost and Office of Student Affairs	x Review the six-year graduation rate for underrepresented students and identify initiatives to address challenges x Execute the identified initiatives to address challenges faced by underrepresented students x Evaluate the existing advising model and identify initiatives to streamline the process, increase collaboration between the Office of Undergraduate and Transfer Admissions and departments, and improve effective communication between the advisor and the student x Execute the identified initiatives to expand the existing advising model x Survey the existing underrepresented students to determine the advising support needs and establish degree completion initiatives x Execute degree completion initiatives x Review the retention data from underrepresented students who withdraw from the institution to determine

	x Execute enhanced marketing strategies for identified STEM+H degrees for underrepresented groups specifically
	x Identify and promote pathways for early selection of major by undeclared students and track the declaration of major by undeclared students

III. IMPACT

Workforce Diversity

In a diverse workplace, a wide range of behaviors, attitudes, and perceptions, some subtle, can impact the way people interact and work with one another. The community within must strive to navigate the challenges that can result from individual differences and realize the opportunities afforded by a richly diverse workforce. MuSU endeavors to make full use of the ideas, talents, experiences, and perspectives of all employees at every level of the organization, because doing so propels the University toward excellence. MuSU can gain strength through the individual differences of its workforce. However, it will be successful only if an effort is made by each member of the community. MuSU will consider the annual analysis of the Human Resources survey component of the Integrated Postsecondary Education Data System (IPEDS) as its initial review of the workforce, along with anticipated vacancies, and utilize any revealed development needs to pilot its workforce goals over the next year.

Faculty and Management Occupations   Staff
MuSU recognizes that the demographics of the geographic area surrounding the campus limit opportunities to diversify positions at the University which impact policy and decisions at the institution. Formerly, IPEDS used the term Executive/Administrative/Managerial, Faculty, and Professional (Exempt) Staff to identify such individuals. In Fall 2012, IPEDS changed their categorizations to match Standard Occupational Codes (SOC) codes which are not a 1:1 crosswalk with positions which exist in a University setting nor do the codes clearly reflect the leadership positions at the institution. The University works in a manner with exempt-level positions to advertise nationally to garner a wide and diverse applicant pool. Human Resources works with hiring units to make the position vacancy available to attract a large and diverse pool of applicants. At the same time, MuSU is aware of its semi-geographic isolation, which provides a realistic challenge to the ability to recruit and retain faculty and staff who are members of underrepresented groups. We will collect percentages of URM faculty and managerial staff.

Although comparative data are not available for all diverse categories, MuSU does know that in terms of racial/ethnic diversity, some new strategies are needed to expand its diversity efforts. The current employment data for Faculty and Management Occupations Staff are listed in the Data section of this Plan. The achievement of the measurable objectives will depend on the opportunities to fill advertised vacancies and the diversity of the applicant pool.

GRID 6. ACTION STEPS - Staff Workforce

Primary Responsible Party/Unit	Action Steps toward Workforce Diversity
Office of the President	x Conduct a session for informal feedback from underrepresented minorities within the workforce at the institution and share results with appropriate constituency groups to address any matters which impact perceived inclusiveness within the work climate x Include as part of the performance evaluation for all Vice Presidents, feedback about their progress toward an inclusive climate within their division and require a plan submission to IDEA to address development needs x Work with PCDI on its reconstitution of goals and mission
IDEA	x Continue to monitor the success of efforts to create a diverse workforce x Research strategies to improve the success of search processes in identifying and assessing the credentials of applicant pool, specifically underrepresented groups x Provide recommendations within PeopleAdmin of venues and/or methods to expand the advertising efforts for each exempt level position at the University x

	x Participate in workshops that foster an inclusive work environment and allow students, faculty, and staff to interact and develop intercultural skills as time and budget permits x Promote professional development opportunities for faculty and staff within institutional budgetary constraints
Office of Human Resources	x Create and maintain a dynamic top-level landing page on MuSU's website that will communicate a culture of diversity and inclusion to enhance overall diversity recruitment of faculty and staff x Conduct an annual review of personnel policies and procedures regarding promotion, advancement, and disciplinary actions that could have an unintended negative impact on diversity initiatives x Encourage employee participation in diversity training module x Monitor feedback from staff exit interviews to analyze trends and respond to concerns. Meet with IDEA as needed to discuss any diversity retention trends or concerns identified in the exit interview process x Establish a minority focus group if employment separation trends raise diversity concerns x Enhance the training program for supervisory personnel to develop skills to recruit, manage, and mentor diverse people and cultures x Survey and track the population of employees who receive Employee Disciplinary Reports (EDRs) to analyze the trends and create initiatives to address any developmental needs x Meet with employees individually when there are demonstrated performance issues to develop a performance improvement plan to help the employee be more successful x Continue to review effectiveness of current means of advertising
Directors	x Support, encourage, and track professional development for employees x Meet (quarterly or semi-annually) with employees individually outside the performance evaluation process to discuss any concern about the work environment and solicit feedback
Academic Chair	x Continue to encourage

	x Participate in workshops that foster an inclusive work environment and allow students, faculty, and staff to interact and develop intercultural skills as time and budget permits
	x Audit existing course curriculum to determine cultural co-cultural offerings and promote as appropriate
	x Survey department/unit climate annually and analyze findings and address development needs with unit heads
	x Distribute information from Southern Regional Education Board (SREB) to all deans
	x Evaluate initiatives submitted by the Deans which develop awareness programs for untenured tenure track underrepresented faculty which would increase their likelihood of obtaining tenure and/or promotion
	x The Diversity Development Initiative (DDI) program administrator will meet annually with deans to determine anticipated job openings and then specifically recruit potential DDI fellowship candidates for these positions
	x The DDI program administrator will work with Branding, Marketing and Communication to develop a strong marketing campaign to include a web presence for the DDI program
Deans	x

1.f. Fall Graduate and Professional Enrollment of Underrepresented Minority Students as a Percent of Total Fall Graduate and Professional Enrollment (Diversity)	8.90%	8.94%
6.b. Six-year Graduation Rate of First-time, Full-time, Baccalaureate Degree-seeking Undergraduate students (Low Income) (Diversity)	38.32%	42.00%
6.b. Six-year Graduation Rate of First-time, Full-time, Baccalaureate Degree-seeking Undergraduate students (URM) (Diversity) **Does not include "Two or More Races" until 2010 cohort (2015-16 grad rate), when federal race reporting guidelines changed to include this category.	38.48%	42.00%
6.c. First-to-Second-Year Retention of First-time, Full-time, Baccalaureate Degree-seeking Undergraduate students (Low Income) (Diversity)	66.48%	70.00%
6.c. First-to-Second-Year Retention of First-time, Full-time, Baccalaureate Degree-seeking Undergraduate students (URM) (Diversity)	███	75.00%
9.b. Bachelor's Degrees Awarded (Low Income) (Diversity)	760	815

Institutional Effectiveness. Tables 1 through Table 4 in Appendix E provide information related to benchmark schools.

Context for Data provided

x   The combination of declining KCTCS system enrollments and projected declining high

Appendix A: Office of the Provost Program Descriptions

The Office of the Provost consists of various offices that work in concert to ensure the success of all students, including multicultural, low income, and underrepresented student populations. Those offices and programs are listed below in the order they appear in the Plan:

Coordinator of Domestic Graduate Recruitment

Minority Graduate Fellowships

This program is a renewable fellowship for graduate students (preference given to Kentucky African-American/Blacks) to assist them through graduation. The recipients' academic programs include, but are not limited to, public administration, creative writing, business administration, organizational communication, and occupational safety and health.

LEAD (Leaders Engaging in Administrator Development) Assistance Program

This program has been designed to fulfill the need for underrepresented minorities (as defined in this Plan), teachers, and administrators by granting a waiver of in-state tuition to qualified teachers for one course per semester leading to licensure as an administrator or guidance counselor (preference given to African-American/Blacks and Hispanic-Americans). Participants in the program agree to organize or participate in teacher recruitment efforts at their employing school districts through educator workshop projects. The College of Education will lead the charge of recruiting educators. Since the summer of 2003, over 50 educators have benefited from this program, with 11 currently placed as administrators in the regional service area.

60/40 Graduate Assistantship Funding Program

In an effort to promote diversity across campus, Academic Affairs sponsors the 60/40 Program. This program aids any office seeking a qualified underrepresented minority (as defined by this Plan) graduate assistant by providing 60% of the student's salary, leaving the remaining 40% for the department to cover. Funding preference is given to African-American/Black, Hispanic-American and other underrepresented groups from the regional service area.

Regional Academic Outreach

Integrated Studies

This alternative baccalaureate degree accredited by the Southern Association of Colleges and Schools is designed for adults with previous college credit and/or significant life experience. Flexible degree requirements and alternative methods of earning college credit are very appealing to adults. In addition, students established in their careers find the program appealing for career advancement and a method by which to complete their degree.

Adults Belong in College (ABC)

This program helps adult learners of any age get admitted to and become successful at MuSU. ABC provides services which include pre-admission advising, back-to-school workshops, and adults-only orientations to help adults overcome feelings of insecurity, anxiety, and intimidation so they can achieve their educational goals.

Certificate Programs

While these programs may exist in other formats, below are a few of the highlighted certificate programs:
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development, or direct services. It will provide additional information and skills for those with leadership responsibilities or for those who want to assume a greater leadership role.

Youth and Nonprofit Leadership

This program certificate is designed to give additional preparation to leaders in the nonprofit sector, which is growing very rapidly. The certificate focuses on competencies in youth and human services, and will strengthen leadership skills and programs addressing many community needs in the region.

and graduation rates for multicultural students at MuSU. The overarching goal for OMA is to close the gap in educational achievement by bringing retention and graduation rates for multicultural students, specifically African-American and Hispanic students in parity with those of the student body as a whole.

CENTRAL OMA Programs
The Emerging Scholars Institute (ESI)
The Emerging Scholars Institute (ESI) is designed to address the needs of the multicultural students by being attentive to their transitional experience from high school to college. ESI provides students the help they need to gain and master academic and leadership skills required for their chosen field and reflect the characteristics of a MuSU graduate.

- x **Connected** (1st & 2nd year students)
  Connected promotes positive, caring relationships among students, faculty, staff and the MuSU community. Team Leaders assist students' total growth by giving them support and direction. Students have the opportunity to be mentored from high school to completion of their college degrees and beyond. Connected promotes success, helps students build self-esteem, and encourages them to take advantage of the resources available in the academic community.
- x **On-Track** (2nd & 3rd year students)
  On-Track is a structured retention-focused phase of the program for multicultural students emphasizing self-help. Students take the initiative to help themselves in areas that have been assessed as needing improvement. Tutorial services, referrals, and academic skills building workshops are provided. This phase focuses on studies and promotion of supportive relationships.
- x **Find the Leader in You (FLY)** (3rd & 4th year students)
  Find the Leader in You is the final component of ESI. FLY assists third and fourth year students with the appropriate preparation for finding internships, job placement, and -5 (n)-4 (e-1 (uppo

Nursing Students of Color Mentoring Program (NCMP) is an ESI program that works in collaboration with the College of Nursing designed to increase the number of African-American and Hispanic students admitted into MuSU's nursing program. Freshman and sophomore students who have declared a nursing major are the target groups for the program.

Minority Educators Mentoring Program (MEMP)
Minority Educators Mentoring Program (NCMP) is an ESI program designed to increase the number of African-American and Hispanic students admitted into Teacher Education program. Freshman and sophomore students

- x   Celebr'Asian
- x   Single Parents Support Club

about any upcoming events, concerns, or issues. During this time members are welcome to address any questions or concerns pertaining to student life on campus to any attending faculty and staff.

BSC NAACP Student Chapter
Black Student Council charted a National Association for the Advancement of Colored People (NAACP) College Chapter on May 21, 2016.

LGBT Programming

Alliance–Lesbian, Gay, Bisexual, Transgendered (LGBT)
Alliance is a registered student organization at MuSU. It is a group of diverse individuals who come together to support one another as a family. Alliance strives to provide a safe space for anyone, as well as provide the necessary resources and support for LGBT students. Some of the typical programming includes but may not be limited to:

- Annual Pride Week
- RacerRed
- Gender Equality Workshop Series
- Lavender Celebration
- Come Together Kentucky Conference
- Safe Zone Project

Women's Center Programs

Violence Prevention Programming
The Women's Center provides violence prevention programming addressing the issues of sexual violence, relationship violence, stalking, and gender-based harassment. This programming includes primary, secondary, and tertiary prevention efforts.

- **Primary Prevention**
  The Women's Center engages the campus in primary prevention strategies through presentations and programs that educate students on healthy relationship behaviors, respectful communication regarding sexual behavior, bystander intervention strategies, and responsible/safe alcohol consumption practices.

- **Secondary Prevention**
  The Women's Center provides ongoing programming to the campus community regarding resources, support, and services available to students impacted by violence. Specifically, the Women's Center coordinates panel discussions regarding the function of the Sexual Assault Response Team (SART), RAINN (Rape, Abuse & Incest National Network) Day activities and It's On Us Week of Action (Fall and Spring) activities aimed at making students aware of support services and resources, the Red Flag Campaign which educates students on the warning signs of unhealthy relationships, the National Stalking Awareness campaign, the Vagina Monologues play on gender based violence, and the Take Back the Night Rally against sexual violence.

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attending meetings with students, and assisting students who wish to disclose their experience to loved ones.

Gender Equality Programming

The Women's Center provides programming related to gender equality including programs that focus on mentorship, pay equality, the women's leadership gap, political parity, and advancement of women in male dominated fields of study.

- x Celebrate Women Luncheon
  The Women's Center coordinates the annual Celebrate Women Luncheon which shares with attendee's opportunities to engage in ongoing initiatives on women's leadership and recognizes the accomplishments of women in leadership positions.
- x International Women's Day
  The Women's Center participates in this national day of action to raise awareness on a variety of issues impacting women and girls arou0icalig tart-sAl(i)-2 (t)-12 (r)3 ()-10 (0)4 (i)-(he)4 (W)-

- x Student Health Services
- x Student Support Services
- x Center for Student Involvement
- x LGBT Programming

Appendix C: Description of Unit Functions

Office of the President

The President serves as the Chief Executive Officer of MuSU and is ultimately responsible to the Board of Regents for all matters pertaining to the institution.

Office of Institutional Diversity, Equity and Access

The Office of Institutional Diversity, Equity and Access works to ensure that MuSU makes a good faith effort at providing a working and learning environment free from illegal discrimination and harassment. The mission is to develop partnerships with faculty, staff, and students to continually make progress toward an equal opportunity climate.

Vice Presidents

The Vice Presidents act as the President's management team advising the President on the operation of the University and makes recommendations on the establishment of administrative policy and executes responsibilities within the University governance system. Further, the Vice Presidents are responsible for the overall management and growth of his/her respective areas.

Office of the Provost and Vice President for Academic Affairs

The Office of the Provost supports innovation and excellence in teaching, research, and service and provides overall academic leadership to MuSU. Graduate level education programs contribute to MuSU's overall service to the state, region, country, and world. Graduate degrees increase student opportunities for promotion and long-term career success. MuSU offers numerous programs to address a variety of learning styles and connects prospective students to graduate education.

Vice President for Student Affairs

The Vice President for Student Affairs has overall responsibility for student support services, general quality of student life and student code of conduct at the University. The Office of the Vice President for Student Affairs is available to assist students with issues, interpret policies and procedures, and employ services to assist with student retention.

Vice President for Finance and Administrative Services

The Vice President for Finance and Administrative Services serves as the institution's Chief Financial Office, cestablishes administ(n0)E56-5((tn)7-4n(m)244Acxe)5(0)4J.94(yah(e)76 k2((m-0na.6h)2 (R(4)

Office of Enrollment Management

Three highlighted scholarships which support our Diversity Scholarship Program include:
    Dr. Marvin D. Mills Scholarship
    Racer Advantage Grant
    Racer Gold

Office of Financial Aid
The Office of Financial Aid assists students, potential students and their families in developing a competitive financial aid package. The office also provides financial