MINORITY RECRUITMENT AND RETENTION PLAN
ARKANSAS STATE UNIVERSITY
2011-2016

I. The Meaning of Diversity

Diversity is the continuous process embracing the ideal of inclusion by accepting each person as an equal and valued member of the university community.

II. The Diversity Rationale

Many rationales exist for embracing diversity as an integral component of academe and its pursuit of knowledge and excellence. Arkansas State University recognizes these rationales and rests the foundation of diversity upon two factors: (1) Diversity is good for higher education and (2) Diversity is simply the right thing to do.

Democratic Rationale

Arkansas State University's responsibilities in an American democracy require a dedication to the principles of equality, equity, and social justice. This social and political imperative demands the creation of an educational environment in which people of all races, ethnicities, colors, genders, religions, social-economic classes, ages, and sexual orientations be afforded an equitable opportunity to succeed in life. This is an essential part of America's continuing quest to respect the diverse nature of American society, while also overcoming the obstacles that all too often impede that quest. The democratic responsibilities of Arkansas State University also demand that the students it serves be given the opportunity to effectively participate in a diverse democratic society. Our American democracy requires its public institutions of higher learning to help create future citizens who can effectively participate in problem solving and ethical decision making that relates to the diverse nature of society. This can only be done where a diverse setting exists, and where respect and understanding is nurtured between all individuals and groups.

The Educational Rationale

The quest for knowledge is central to the very existence of Arkansas State University and universities in general. While portions of knowledge may be attained in various segments of the university and society, the fullness of knowledge can only be obtained when people of all races, ethnicities, colors, genders, religions, socio-economic

statuses are free to gather and exchange their life's experiences, problem solving skills, methods and styles of communications, values, beliefs, and ways of thinking and learning in an environment that encourages the presence and participation of all who desire to be affiliated with the academy.

Achieving this fullness of knowledge begins with recognizing that no single people group, personality, discipline or trade is the caretaker of all knowledge or life experiences. Rather, the pursuit and sharing of knowledge requires the presence, and meaningful participation, of those who may contribute their unique qualities and experiences to this constantly changing mosaic we call diversity. As one writer noted:

Diversity is essential for excellence. Through diversity, the knowledge base that serves as the foundation of the academy becomes richer, more accurate, and more nuanced. Diversity also encourages a deeper understanding of students and the ways in which their complex and dynamic identifies influence what they learn and how they learn it. In these ways, diversity drives higher education toward excellence in teaching and learning.   (McTighe, et. al., 1999).

Moral Rationale

Arkansas State University is uniquely situated given its immediate access to significant populations of students who come from predominately white and predominately black school districts and counties that represent some of the most economically disadvantaged communities in the United States, if not the world. The suburban and urban populations of the Memphis metropolitan area add yet another dynamic/factor/element to this mix/equation. While the demographics of the state of Arkansas reflect a population that is approximately 80% white and 15.7% black and 4.3% consisting of other minorities. (Source, 2003-2004 Factbook) It is important to note that the broadly-defined Delta Region, a major component of ASU's service area, has a Black population of 24%.

The country and the world do not reflect these localized demographics and the incorrect views of the world and people they may produce. Therefore, it is imperative that the university strive to create a campus environment that accurately reflects the world in which our students will live, learn and lead. As the world continues to become more diverse and interdependent, the marketplace is demanding that universities produce students who have the skills to lead, work with or be governed by those who may differ from them. (See, Amicus Curae Briefs filed on behalf of the Univ. of Michigan).

Specifically, all students have a right to see a consistent and meaningful reflection of themselves, and of those from whom they differ, in the people, programs and activities of Arkansas State University. This reflection should be contained in the faculty, staff, student body and in all of the programs of Arkansas State University. ASU students must have continuous exposure to other cultures, racial and ethnic groups and the unique contributions this brings to understanding and problem solving. While all staff and faculty are expected to serve as positive models for our students, the fact remains that many minority students, and students in general, are drawn to those with whom they feel familiar and comfortable.

Finally, diversity is simply the right thing to do. In a world where equality and equal opportunity continue to exclude the disenfranchised, a commitment to diversity recognizes that equality, equal opportunity and even social justice simply do not happen absent an institutional and personal commitment to include everyone in all facets of academia. After all, diversity at its core is simply about inclusion and exclusion. It is an understanding of why we choose to include certain people, ideas, methodologies, paradigms and practices while simultaneously, systematically and sometimes, unconsciously excluding others.

III. Prerequisites for Success

Successful and enduring diversity can only exist when certain factors and understandings exist on a campus. These prerequisites for success include the following:

A.   The university must continue to make a significant financial commitment and investment in people and programs, most notably in the areas of faculty recruitment and the academic development of minority students.

B. An understanding must exist that the challenges surrounding the issue of diversity must be shared, and met, by all campus members. It cannot be the responsibility of a limited number of campus participants.

C. Diversity does not simply happen. Rather, it is the result of coordinated and sustained efforts of all members of the campus community. It requires that the university be innovative and willing to take perceived risks and implement different strategies to build and sustain diversity throughout the campus.

D. All campus members must be willing, to some degree, to embrace different people, ideas and methods in significant and meaningful ways throughout the campus community.

IV. VISION AND MISSION STATEMENTS

Vision Statement

ASU will be *known* for its commitment to diversity as evidenced by its inclusive work and learning environments, its acceptance of differences as positive and enriching and its ability to attract, retain and advance a *diverse* faculty, staff and student body.

ASU will have an environment where anyone, no matter who they are, will see a consistent reflection of themselves on the campus and in its activities. They will feel comfortable, welcomed, and as if they belong at ASU.

Mission Statement

The Diversity Taskforce facilitates the process of embracing inclusion for ASU by educating the campus on diversity and its benefits thereby enhancing the learning and work environments and enabling all campus members to become more productive global citizens.

V. THE PROCESS FOR ACHIEVING DIVERSITY

A. Structural Diversity

Structural diversity refers to numerical and proportional representation of students, faculty and staff from different racial/ethnic groups throughout the university, including its programs and activities. (Hurtado, Milem, Clayton-Pedersen, & Allen, 1998, 1999). This level of diversity will be achieved via the following goal:

RECRUITMENT:

GOAL #1 – The faculty and staff composition at Arkansas State University shall reflect the demographics of the student body.

Action Plan:

1. The university must continue to monitor the student/faculty ratio as they relate to gender and ethnicity. According to the fall 2010 IPEDS Fall Enrollment Survey, minorities accounted for 20.0

(up from 16.1% in 2003) of the enrollment base. African Americans were the largest ethnic minority group accounting for over 15.9 (up from 14% in 2003) of the total enrollment base. Conversely, of the 482 (up from 446 in 2003) total full-time faculty, 14.5 (up from 11% in 2003) are minority with 7.3 (up from 5.8% in 2003) African American, 5.8 (up from 3.6% in 2003) Asian and 1.5% classified as Hispanic or Native American (two or more races). From a student access standpoint, this equates to student-faculty ratios of 31:1 (up from 20:1 in 2003) for ethnicities classified as other, 24:1 (up from 21.6:1 in 2003) for whites and 61:1 (up from 58.1 in 2003) for blacks.   The remaining groups suffer only mild increases as a result of this adjustment. Goals for minority faculty recruitment must always consider the following: (1) Retirement and Attrition of minority faculty members; (2) The number of total faculty may continue to grow; and (3) The student body may continue to grow. Combined this produces a "moving" target that the university must strive to meet.

2. The university must support a 10 year process for strategic hires in selected departments with an emphasis on departments where there are no African American, Latino or female faculty members.
   i. Additional faculty lines must be created to support and sustain this strategic hiring initiative.
   ii. The university will initiate a formal "Grow-Your-Own" program whereby promising minorities are provided financial support as they pursue terminal degrees.
   iii. Implement and fund Pre-doctoral Teaching Fellowships for Minority Scholars.
3. The search and selection process must be continuously monitored to ensure potential minority employees are treated fairly and equitably throughout the search and selection process.
4. The campus community and search committees must be continuously educated on how to conduct searches that will attract more diverse applicants into each position pool
5. Review and modify the Search and Selection Plan on an annual basis to assess effectiveness of the process and allow input from the various constituent groups.

RETENTION AND DEVELOPMENT:

GOAL No. 1:   Create and maintain an environment on the ASU environment that makes it a desirable place for minorities to work and develop professionally.

Action Plan:

1. Develop and recognize best practices in creating and maintaining a welcoming environment for minority faculty, staff and students.
2. Engage in intentional activities to maintain a welcoming environment and to combat the "chilly climate" that may be experienced by female and minority faculty members.
3. Assign mentors to all minority faculty and staff members who are new to the university or to their current position.
4. Create friendly and honest peer evaluation groups to help assess the job performance of minority employees.
5. Continuous individual meetings between faculty and department chairs to review teaching evaluations, research progress, PRT progress and conduct yearly goal setting with interim reporting.
6. Provide opportunities for minority faculty and staff to assess their satisfaction with the work environment and their development as a professional.
7. Conduct an institutional climate review every three years.

8. Conduct exit interviews with persons who transfer to other departments or leave the university altogether. Emphasis should be placed on ascertaining why individuals felt compelled to seek employment elsewhere.

9. Encourage and support faculty in their pursuit of research that may fall outside of the traditional realms of research.

10. Determine the role that service to students, the campus and the community will have in the reward systems for faculty and staff, especially for those who advise and mentor significant numbers of students.

11. Monitor departmental interactions to ensure that all faculty have an opportunity to participate in all formal and informal departmental functions.

12. Define ombudsman and determine how to incorporate an ombudsman into the employment/grievance process.

13. Provide continuing education for the ASU faculty and staff populations on diversity employment and retention issues.

14. Ensure proper representation of minorities and women on all university committees, panels, taskforces, etc. Particular care should be given to all selections or appointments that result in recommendations or decisions that will impact the work environment.

15. Annually disseminate data regarding Ph.D. and M.A./MS production by race/gender across fields to identify those areas where special efforts might be needed. Such data will come from The American Council on Education's annual status report on Minorities in Higher Education, and the annual *Survey of Earned Doctorates* compiled by the National Science Foundation, the National Institutes of Health, the U.S. Department of Education, The National Endowment for the Humanities, the U.S. Department of Agriculture and the National Aeronautics and Space Administration.

B. Diversity-Related Initiatives

GOAL: *INTRODUCE INTIATIVES TO THE CAMPUS THAT WILL ENCOURAGE UNDERSTANDING OF DIVERSITY, BUILD SUPPORT FOR AN INCLUSIVE ENVIRONMENT and CREATE OPPORTUNITIES FOR DIVERSITY DIALOGUE.*

STRATEGY: Celebrate diversity by recognizing and rewarding diversity-based research and the development of programs that contribute to the overall objectives of diversity.

Action Plan:

1. Diversity Excellence Award
The purpose of this award is to encourage excellence through diversity in academic departments by recognizing those departments that exhibit the highest commitment to excellence through diversity with an emphasis on recognizing best practices that are sustainable.

2. <u>Diversity Pilots Program</u> – Provides mini-grants to pilot new diversity initiatives throughout the staff and student body. The goal of the program is to empower and encourage campus members to become actively involved in diversity initiatives.

3. <u>Quality Teaching Circle</u>- The purpose of this initiative is to promote excellence in teaching, research and service among minority faculty members by creating positive and safe environments for faculty members to exchange ideas, receive enriching criticism, express concerns and access a university-wide support system.

4. <u>Strategic Hiring Fund</u> – Provides recruitment and retention assistance by helping fund the first-year salary of certain high-priority minority or female faculty and staff hires.

5. <u>Diversity Conversation Series</u> (Discussions in Diversity) – The goal of this initiative will be to encourage small group diversity-based dialogue throughout the campus on a consistent basis.

6. <u>Diversity Incentive Grants Program</u> – Monetary grants will be provided to faculty and staff members to pursue diversity-related research, create diversity-based courses or infuse diversity into existing courses. Additionally, grants will be provided to staff members to engage in initiatives designed to improve workplace climates.

7. <u>Diversity Speaker Series </u>- This series will formally introduce diversity dialogue to the campus by inviting presentations from national, regional and local speakers.

8. <u>Quality Learning Circle</u> - The purpose of this initiative is to promote excellence in learning among minority students by creating positive environments for students to learn from faculty members and other students in non-classroom settings. Additionally, students will receive the guidance, encouragement and support to become higher academic achievers.

9. <u>ASU Diversity Education Initiative</u> – The goal of this initiative is to educate <u>all members</u> of the campus community on diversity sensitivity and awareness issues and to equip all with the skills to navigate and manage across difference.

10. <u>Student Incentive Grants</u> - The goal of this initiative will be to encourage students to work together by funding collaborative proposals that help impart the university's commitment to diversity throughout the student body.

<u>DIVERSITY AND THE STUDENT BODY</u>

<u>Minority Student Outreach, Recruitment, Retention and Academic Performance</u>:
Arkansas State University has the potential to recruit significantly larger numbers of minority students, specifically African Americans and Hispanics. There are many counties and school districts with majority-minority populations within driving distance to the university. Additionally, the growth projections for the Hispanic community will present significant opportunities to recruit Hispanic students for Northeast Arkansas and from the rapidly growing Memphis Metropolitan Area. A combination of effective outreach and persistent recruitment will be required to position the university to take advantage of its unique geographic location.

While the university continues to make progress in improving overall student academic performance, minority students, specifically African American male students continue to achieve far lower levels of academic success. In

fact, the sub-par academic performance of African American males at ASU is very alarming and has reached a crisis level. The following table highlights a comparison of graduation rates among various segments of the student body.

ASU STUDENT GRADUATION RATES (SIS Student Enrollment Information)

	African American Male	African American	White American	White American Female	All Full-Time First-Time Freshmen

Diversity Strategic Plan

		Females	**Male**		
Graduated within 4 years	7.3%	14.8%	25.3%	31.3%	24.7%
Graduated within 5 years	18.1%	20.0%	36.6%	42.3%	34.7%
Graduated within 6 years	19.6%	19.3%	37.8%	41.7%	34.8%

African American student retention is another issue that must be addressed by the university. While the most recent 1st to 2nd year retention rates show significant increases in the retention of African American males, the rate for African American females has gradually declined since 1997. The 2nd to 3rd year and 3rd to 4th year retention rates for African American males, while improving, continue to lag behind those of other student groups.

The goals and strategies outlined below must be attained if the university is to experience sustained long-term growth and be viewed as a college of choice for minorities as America continues its transformation into a multicultural and multiethnic society devoid of a majority group. A key component of addressing the academic improvement
 of minority students centers around the creation of an academic mentor/advisor position whose primary function will be to develop, implement and coordinate initiatives, programs and university functions and services to improve the academic performance of minority students with particular emphasis placed on African American males. Specific goals and initiatives are contained in the following table.

Minority Student Recruitment and Retention Goals and Strategies				
Goal 1: Recruit and enroll greater numbers of students from underrepresented groups to create a truly diverse community of students that reflects both our multicultural society and individual differences, and encourage partnerships that build educational pipelines by reaching children and their parents at an earlier age.				
STRATEGY	**ACTION NEEDED**	**ACTION TAKEN**	**RESPONSIBILITY (PERSON/COMMITTEE/UNIT)**	**COMPLETION DATE**
Collect and track ethnicity data on inquiries as well as applications, admits, and matriculants.	Examine current data for any limitations and adjust as necessary.		VCSA, VPAA, IRP, Admissions, Graduate School	
Ensure admitting process is culturally sensitive	Evaluate current admission policies		VCSA, VPAA, Admissions, Graduate School	
Clearly show support of Native Americans, Latino, Asian American, and international students	Expand the focus of Multicultural Student Affairs		VCSA, DI	
Have minority students be the recruitment tools in their hometown areas.	Develop a program		VCSA, VPAA, VPUA	
To have programs to learn about different cultures	Establish a multicultural center		PRES, VCSA	
Lists of potential underrepresented students	Explore the possibility of buying lists		VCSA, VPAA	
Continue support for ongoing initiatives	Link faculty with high school counselors,		VPAA	

	cultivate relationships with elementary and middle school children, and work with University area feeder schools			
Develop plan of communication	Communicate with junior high school students during career-development portion of their curriculum		VCSA, VPAA	
Develop recruitment strategies for academic programs	Provide competitions, camps, or conferences to attract young minority students		VPAA, ATHLETICS, DI	
Enhance relationships with high school counselors especially those who work in schools with high percentages of students of color	Bring to campus small groups counselors to meet students, administrators, and tour facilities		VCSA	
Counselor advisory group	Develop a counselor advisor group		VCSA	
Sponsor greater number of on-campus opportunities	Provide over-night visits for potential minority students and their families		VCSA, VPAA, VPUA, DI, ATHLETICS	
Bring more students from underrepresented groups to campus	Design more programs, events, and tours of facilities		VCSA, VPAA	
Introduce a high concentration of minorities to ASU and its array of programs and opportunities	Initiate a Leadership Development Outreach Program for deans, chairs, and faculty to visit targeted institutions (e.g. high schools, churches, military)		VPAA	
To develop off-campus professional outreach programs to serve a statewide audience	Identify the best positioned units and programs to deliver outreach programs		VPAA, VCSA, VPUA, DI	
Establish registered student organizations	Organizations for Native Americans, Asian Americans, and Latino students		VCSA, VPAA, DI	
Ensure ASU is in compliance with ADA and ADAAG Regulations	Director of Office for Students with Disabilities will take a proactive approach with Finance and Administration to ensure		VCSA, VPFA	

	compliance			
Enhance the college exploration process for low-income and first-generation youth	Use the Educational Talent Search Program and the National Youth Sports Program for enhancement		VCSA, ATHLETICS, VPAA	
Implement admissions outreach strategies	Hire two undergraduate and graduate recruiters to aid in outreach strategies		VCSA, VPAA	
Increase the number of employees from underrepresented groups whose dependents apply to undergraduate programs	Develop and enhance relationships with local corporations		VCSA, VPFA, VPAA	
Serve as a bridge between current students and graduates	Increase support for alumni associations for underrepresented groups		VPUA, DI	
Establish linkages and relationships	Linkages and relationships need to be establish with Hispanic-serving institutions and relationships developed with Arkansas towns, cities, and school districts that have high concentrations of Latino students		DI, VPAA	
Increase weekend, evening, and distance learning courses offerings	Evaluate the supply, demand, and feasibility of offerings to target minority populations		VPAA, VCSA	
Promote university events for 10th and 11th grade and middle school students	Create and fund marketing tools such as a multicultural brochure, video, and website		VCSA, VPUA	
Enhance the campus-wide plan for recruiting students from underrepresented groups	Increase the region of travel and secure institutional membership in key academic minority organizations		VCSA, VPAA, DI	
Expand university visitation programs	To include regular visits from targeted constituent groups (i.e. McNair Scholars, Honors Programs, and National Merit Students)		VPAA	
Recruit minority students to specific majors	Work with academic colleges to develop departmental and college level plans		VPAA	
Target African American students in counties where	Submit an Upward Bound Math/Science		VPAA	

there are high concentrations of minority students	grant proposal to the Department of Education			
Directory for targeted underrepresented groups	Develop a directory of all services		VCSA	
Diversity Training	Include diversity training as a part of the preparedness programming for orientation leaders, campus ambassadors, resident assistants, and other student groups representing the campus		VCSA, DI	
Target Asian Americans out of Central Arkansas	Create a recruitment plan		VCSA	
Expand "Discover Diversity Through You"	Provide transportation for overnight trip to central, southeast, eastern, and northeast Arkansas		VCSA, DI	
Parent Association	Recruit parents of currently enrolled minority students to share testimonials and serve as partners; work with Alumni		PRES, VCSA	

Goal 2: Increase the institution's graduation and retention rates by developing specific programs for underrepresented groups below the institutional average.

STRATEGY	ACTION NEEDED	ACTION TAKEN	RESPONSIBILITY (PERSON/COMMITTEE/UNIT)	COMPLETION DATE
Provide interactive classroom environment, leadership development opportunities, meaningful community service, part-time employment on campus, orientation to student services, and form relationships with faculty, staff, and other students	Establish a six-week summer residential institute for high school seniors who will attending ASU in the coming fall semester		VCSA, VPAA	
Provide computer-based and self-paced remedial/developmental instruction for all ASU student-learners who need it	Develop a "learning center" staffed with CESL instructors and graduate assistants		VPAA	
Provide short course offerings on selected topics related to diversity as encountered in the workplace, US Society, or	Develop a Horizons Program for ASU juniors and seniors		VPAA, DI	

other cultures				
Provide a campus laboratory for the development of leaders for the 21st century	Create a Leadership Institute providing a combination of seminars, student research, leadership retreats, fellowships and internships, a leadership sequence of study and lectures with noted leaders and leadership authorities. The Institute also will expand the commitment of students to resolve social problems and address human needs.		VCSA, VPAA	
Technology and electronic information for persons with disabilities	Continue to improve access		VCSA, VPAA	
Increase networking opportunities for students	Enhance exchange programs in the United States and abroad		VPAA	
Develop effective student mentoring and advisement strategies for culturally diverse students	Renew sustained scholarship support for culturally underrepresented students		VPAA, VCSA, DI	
Reflect the service needs of underrepresented populations	Increase graduate enrollment in education, nursing, agriculture, engineering, and social work		VPAA	
Create better definitions for ethnicity	Examine the options given to students by other schools in terms of self-categorizations		DI	
Internships for students from underrepresented groups	Seek corporate support		VPAA, VCSA	
Exploration of diversity issues	Expand exploration of issues through the First-Year Experience courses		VPAA, VCSA	
To increase student understanding of individual differences	Student orientation program context will include components of living and participating in a communal and multicultural environment		VCSA, DI	

	Comprehensively target minority alumni for inclusion in a career network program to provide information, support, and job opportunities		VPUA	
Networking opportunities to students from underrepresented groups.				

Goal 3: Increase the amount of financial support for programs, services, and scholarships which target students from underrepresented groups.

STRATEGY	ACTION NEEDED	ACTION TAKEN	RESPONSIBILITY (PERSON/COMMITTEE/UNIT)	COMPLETION DATE
To increase enrollment of students from underrepresented groups in the areas of sciences, nursing, health professions, engineering, and business	Identify scholarship and grant programs		VPAA, VCSA, DI	
To identify all possible sources of public and private funding	Expand access to resources for students from underrepresented groups		VPUA, VCSA, DI	
Target students from underrepresented groups for scholarships	Expand scholarship programs for 2-year institutions		VPUA, VCSA	
Grants and gifts	Provide new staff to research, write, and promote public and private funding opportunities		DI	
To provide outreach programs in communities with large minority populations	Increase financial resource awareness in underrepresented student and family groups		VCSA	
To offer a debt free degree to students. Students will be guaranteed a debt free degree if they work on campus 10-12 hours weekly in federal work-study job during their four years on campus. The rest of the students' needs are funded through a combination of federal, state, university and private grants and scholarships	Explore the feasibility of an initiative similar to the Carolina Covenant, which is aimed at low-income students		VCSA, VPUA	

Goal 4: Impart the University's commitment to diversity values to the ASU community and its constituents

Best Practice/	Determine, implement,		DI	

Diversity Strategic Plan

Competencies in diversity	and reward			
To enhance diversity efforts, such as library, video, and other media	Provide academic and programming resources		DI	
Preview Day and Orientation activities	Include minority students, faculty and staff leaders		VPAA, VCSA	
Celebrate diversity	Reward research and the development of diversity programming within the ASU community and its constituent base		DI	

THE CURRICULUM AND DIVERSITY

The central question diversity presents to higher education concerns how the university can best use the curriculum to equip students with the knowledge and skills to function effectively in a diverse American and global society. Research continues to reveal that diversity in the curriculum remains the ideal place for introducing and sustaining diversity and its benefits among the student body.

I.   Goal: To infuse more diversity into various levels of the general education curriculum where appropriate.

Action Plan

1.   Create a comprehensive survey instrument to determine the extent of diversity coverage in the general education curriculum and in other courses throughout the university.
2.   Work closely with the general education committee, through the shared governance process, to develop a potential diversity requirement from a selected range of current course offerings. (Work with the same group to assess the merits of a diversity requirement.)
3.   Provide incentive grants to encourage and enable faculty members to introduce more diversity into their current course offerings and to create new courses that emphasize diversity in their current content areas. (Expand diversity coverage in all courses beyond the general education curriculum).
4.   Develop an instrument to assess the impact infusing the diversity in the curriculum has on current students and graduates.
5.   Host Faculty Diversity Forums/Workshops to assist faculty members in introducing diversity ideals into their courses and to develop a repertoire of skills to accommodate diverse learning styles that exist in diverse classrooms.

DIVERSITY AT ARKANSAS STATE UNIVERSITY:
IMPLEMENTATION PLAN FOR REVIEW & IMPROVEMENT

Diversity Vision:
ASU will be *known* for its commitment to diversity as evidenced by its inclusive work and learning environments, its acceptance of differences as positive and enriching and its ability to attract, retain and advance a *diverse* faculty, staff and student body.

Diversity Strategic Plan

Working Definition:
Diversity at ASU is a process embracing the ideal of inclusion. Through continuous education, the ASU community constantly moves towards that ideal by generating special attention and sensitivity to such factors as gender, race, ethnicity, ability, sexual orientation, age, and religion while accepting these differences as positive and enriching.

GOAL: Effectively incorporate diversity in the curriculum				
STRATEGY	**ACTION NEEDED**	**ACTION TAKEN**	**RESPONSIBILITY (Person/committee/unit)**	**COMPLETION DATE**
1. Develop learning outcomes for diversity in the curriculum	Adopt a definition of diversity	Will be presented to Strategic Planning Steering Committee in mid-February 2004.	Diversity Taskforce with input from campus community.	
	Review existing ASU documents to develop diversity-related learning outcomes		General Education Committee/DI	
	Draft learning outcomes for diversity in the curriculum		General Education Committee	
2. Develop an inventory of current Diversity Course Offerings	Create a comprehensive survey instrument to inventory courses that meet one or more of the learning outcomes Distribute to department chairs at the beginning of Fall 04.		GEC/DI	
3. Review Models of Diversity in the Curriculum at Other Universities	Review models of other institutions that have incorporated diversity into the curriculum	Review of diversityweb.org Review of Peer Institution Cultural Diversity Courses	GEC/DI	
		Prepare Summary of Peer Institutions' Diversity Requirements	GEC/DI	
		Review Summary of Peer Institutions & AACU survey on Diversity Requirements	GEC	

GOAL: Effectively incorporate diversity in the curriculum				
STRATEGY	**ACTION NEEDED**	**ACTION TAKEN**	**RESPONSIBILITY (Person/committee/unit)**	**COMPLETION DATE**
	Identify curriculum models to include diversity in the curriculum. Possibilities include: (1) Requirements in GE (select from a range of course offerings) (2) Infusion in GE (3) Infusion in major (4) Requirement in the major (5) All students take same course (SUNY Buffalo)		General Education Committee	
	Evaluate the curriculum models		GEC	
	Identify academic research that identifies the best method to include diversity in the curriculum		GEC/DI	
4. Select the Most Appropriate Model of Diversity in the Curriculum for ASU	Compare inventory of ASU diversity course offerings to other university models that incorporate diversity in the curriculum		GEC/DI	
	Create most appropriate model for ASU		GEC	
5. Assess ASU's Implementation of Diversity in the Curriculum	Review existing assessment instruments to determine their sufficiency for ASU. Develop our own instrument if necessary.		General Education Committee, Office of Assessment	
	Review Diversity web research articles		GEC, DI	
	Develop and implement survey of students (Freshman, Senior, 5 years after graduation) regarding diversity in the curriculum		GEC, Office of Assessment	
	Review Academic Programs inventory of surveys.		GEC, Office of Assessment	

GOAL: Effectively incorporate diversity in the curriculum				
STRATEGY	**ACTION NEEDED**	**ACTION TAKEN**	**RESPONSIBILITY** (Person/committee/unit)	**COMPLETION DATE**
	Follow-up with department chairs and Diversity Taskforce on their surveys		Office of Assessment	
6. Provide faculty development opportunities to incorporate diversity in the curriculum	Inventory research generated by the Univ. of Michigan's Center for Research on Teaching and Learning		GEC, DI	
	Develop workshops to facilitate curriculum design that incorporates diversity into existing courses		GEC, DI	
	Invite experts to campus to discuss how they have included diversity in the curriculum		DI	
	Promotional plan to increase understanding of the need to incorporate diversity into the curriculum by the faculty		GEC, DI	
OUTCOME:				
1. Prepare a report to Dr. Susan Allen, The General Education Committee and The Faculty Senate.				

VI. MEASURES USED TO ASSESS SUCCESS

GOAL: Develop the measures that will be used to assess the success of the university's diversity initiative.

Action Plan

1. Every three years the university will conduct a campus climate survey and compare the results to the initial baseline data to assess the effectiveness of implemented diversity initiatives. Additionally, such data will be used to guide the planning, development and implementation of future initiatives.
2. Hiring data shall be maintained and reported for all departmental units on a yearly basis. Such data shall include the race and gender of all persons the university hired and interviewed, including telephone interviews. Additionally,

a breakdown of all applicants, by position, shall be provided throughout the year.
3. Conduct annual assessment of diversity employment & retention progress towards employment goals through opinion sessions, focus groups, reproducible cultural audits and campus climate inventories.
4. Develop a mechanism to assess the level at which constituents from the various ASU campuses are contributing to University's on-going, employment and retention assessment.
5. Develop an instrument to assess in-coming freshmen to determine their diversity competencies. Additionally, similar instrumentation will be developed for current students and recent graduates to determine the impact diversity throughout the campus (faculty, staff, student body, curriculum, and programs) on them and their careers.

VII. ACCOUNTABILITY MEASURES

GOAL: *DEVELOP AND IMPLEMENT DIVERSITY ACCOUNTABILITY MEASURES*
- Develop incentives and disincentives for all supervisors in the areas of recruitment and retention of minority employees. Additionally, these measures will apply to gender issues in areas where under-representation remains an issue.
- Integrate diversity as a component for evaluating all supervisors.
- Campus units will develop, present and implement individual diversity plans consistent with the goals, principles and suggestions outlined in the diversity strategic plan. These self-developed plans shall be used to help assess accountability.