

MOREHEAD STATE UNIVERSITY

**RESPONSE TO COUNCIL ON POSTSECONDARY EDUCATION
COMMITTEE ON EQUAL OPPORTUNITIES' CAMPUS VISIT
RECOMMENDATIONS**

OCTOBER 2006

Morehead State University
Response to CPE Committee on Equal Opportunities'
Campus Visit Recommendations
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<p style="text-align: center;">Recommendations RECRUITMENT, ENROLLMENT, ADVISING, AND RETENTION</p>	<p style="text-align: center;">Strategy/Activity</p>	<p style="text-align: center;">Status/Date of Implementation</p>
<p>1. The university should consider conducting a desk audit of its policy implementation strategies to ensure that they are implemented consistently campus wide. The university provided evidence that a sound policy structure is in place but lacked evidence that the policies are being implemented as envisioned. For example, some students reported that the advising services vary among departments. They suggested that often students are allowed by advisors to enroll in courses that are not consistent with their declared degree program and discipline. The university notes that students have a number of tools available to assist them to plan their academic career.</p>	<p>1. A university-wide review of academic advising was conducted during the 2006 spring semester and the following recommendations were submitted to the Strategic Enrollment Task Force.</p> <ul style="list-style-type: none"> a. MoSU should assign university-level responsibility for academic advising to provide coordination, training, and flow of information on policies and procedures, and academic requirements. b. MoSU should maintain the current shared structure of department and program based academic advising with an advising center for students who have: <ul style="list-style-type: none"> i. Developmental, pre-college curriculum, and other academic needs ii. Experienced academic difficulties at the university resulting in probation or suspension iii. Not selected an academic program iv. Other academic and personal needs which cannot be adequately addressed by faculty advisors <p>2. All minority students without majors will be advised by the Minority Retention Coordinator.</p> <p>3. The GUSTO mentoring program (Guiding Undergraduate Students Toward Opportunity) will be coordinated by the Minority Retention Coordinator.</p> <p>4. An online survey of student satisfaction with academic advisors and advising will be conducted.</p> <p>5. Minority student-tutors will be recruited and selected to increase the number of minority-student tutors in the Learning Lab.</p>	<p>1. Recommendations will be reviewed and actions determined during the 2006 – 07 academic year.</p> <p>2. Ongoing</p> <p>3. Implemented in November 2006</p> <p>4. Conducted in Spring 2006</p> <p>5. New Coordinator will be hired in Fall 2006</p>

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	<ol style="list-style-type: none"> 6. Academically at-risk minority students (based on high school and college grades) will be referred to the Minority Retention Coordinator, who will serve as their academic advisor. 7. Academic Success workshops will be conducted for new minority students by the Minority Retention Coordinator. 8. Advisors are assigned at SOARs to students with declared major and checksheets provided. 9. Undeclared students or Provisional Students (PCC deficient) are assigned advisors in Academic Outreach and Support. 10. A Financial Aid counselor will be assigned after completion of FAFSA. 	<ol style="list-style-type: none"> 6. Initiated by Minority Retention Coordinator in Fall 2006 7. Continuous, beginning in Fall 2006 8. Implemented in Fall 2006 9. Implemented in Fall 2006 10. Joint programming in Fall 2006 with Multicultural Student Services and Minority Retention Coordinator
<ol style="list-style-type: none"> 2. The university should continue to use targeted marketing materials but the materials should be integrated into the general marketing program to ensure a consistent message. 	<ol style="list-style-type: none"> 1. Television, radio, Internet marketing materials have been targeted to urban, rural, non-traditional, and out-of-state audiences. 2. Colleges and academic departments have initiated recruiting strategies to identify and attract minority students to MoSU. 3. The Academic Honors Program will integrate marketing material with that from Enrollment Services to ensure a consistent message. 	<ol style="list-style-type: none"> 1. Ongoing since 2003 2. Spring 2006 3. Ongoing
<ol style="list-style-type: none"> 3. The minority student representation from urban areas at MoSU has increased, but representation from its 22-county service region continues to lag; the university should identify strategies to market and attract additional minority students from the service region. 	<ol style="list-style-type: none"> 1. The Governor's Minority Student College Preparation Program (GMSCPP) is a vehicle through which MoSU will develop relationships with African-American middle school students in the 22-county service region. 2. Census data will be used to determine where in the 22-county service region African-American K-12 students are located so that relationships can be cultivated with the high school counselors in those areas. 3. The College of Education (CoE) will partner with KCTCS to encourage minority students to apply to MoSU and the teacher education program. 	<ol style="list-style-type: none"> 1. Initiated Spring 2006 2. Fall 2006 3. Fall 2006

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	<ol style="list-style-type: none"> 4. The CoE will use nationally chartered Future Educators of America (FEA) chapters in service region schools to recruit African-American students. 5. The CoE College Cadet program will focus on the recruitment of African-American students through the dual credit EDF 207 Foundations Course offered to participating high school students. 6. The CoE Teacher Recruitment Program (TRP) will increase its focus on recruiting African-American students in targeted locations; the CoE Future Teacher Corp students work with students in middle and high schools to recruit minority students. 7. The CoE will create partnerships to increase minority recruitment events. 8. The university will identify minority high school students to be enrolled in free classes. 9. The university will support continued hosting of Governor's Scholars and Upward Bound summer programs to attract more minority students to the Morehead campus. 10. The Academic Honors Program works with the Director of Minority Affairs to market the program to minority students. 	<ol style="list-style-type: none"> 4. Fall 2005 and ongoing 5. Fall 2006 6. Fall 2006 7. Fall 2005 and ongoing 8. Fall 2006 and ongoing 9. Summer 2006 and ongoing 10. Fall 2004 and ongoing
<ol style="list-style-type: none"> 4. The university should strengthen the use of student retention data within departments and colleges as a tool to help strengthen or realign retention programs and strategies. 	<ol style="list-style-type: none"> 1. Overall student retention data will continue to be provided to departments and colleges including retention data by colleges and departments. 2. A new position of Director of Institutional Research and Assessment has been created and funded. This position will provide additional retention data analysis for departments and colleges. 3. The Minority Retention Coordinator will analyze retention data for minority students and will intervene with at-risk students. 4. The Retention Task Force will continue to serve as a focal point to review data and make recommendations to strengthen and realign programs and services. 5. The Multicultural Student Services Mentoring Program will focus on minority first-time freshmen and transfers. 	<ol style="list-style-type: none"> 1. Fall 2006 and ongoing 2. Search is currently underway and position should be filled by the end of the year 3. The position will be filled in Fall 2006 4. The task force meets throughout the year beginning in the Fall 2006 term 5. Spring 2006 – in progress

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<p>5. The university should consider linking several key programs/services (degree audit, faculty advising, and retention) to produce an official outcome that informs students of their status toward fulfilling the requirements for graduation particularly in the junior and senior year. A formal process should be established for notifying students of their status.</p>	<ol style="list-style-type: none"> 1. Advising tools are available to facilitate collaboration between the advisor and the advisee with regard to course planning, career planning, and advancement toward program completion. Annual training on the use of these tools will be provided faculty advisors, and an aggressive campaign will be designed and implemented to engage students in using the available tools to monitor their educational progress. 2. Advisors will be annually trained and instructed on the use of the Electronic Class Schedule Change tool to monitor and counsel when an advisee makes a schedule change that might impact progress toward degree. 3. A system will be established to automatically notify students when they approach their senior year (90+ hours), query their intended graduation date, and inform them of unmet requirements for graduation. 4. With the implementation of the new Datatel (Colleague) E-Advising tool, advisors will be required to establish a tentative academic plan for each student that maps out courses term-by-term for the entire degree. 5. CoE will use an electronic assessment system to alert TEP students of their status towards fulfilling requirements for clinical practice and graduation. 	<ol style="list-style-type: none"> 1. Fall 2006 2. Fall 2006 3. Fall 2007 4. Fall 2007 5. Fall 2007
<p>6. The university should review and affirm its policy regarding graduate program scholarships and teaching assistantships to ensure that departments understand and implement those policies consistently. To attract and retain more minority students, MoSU policies should be competitive with awards offered by other institutions.</p>	<ol style="list-style-type: none"> 1. Graduate Assistantships were increased from \$5,000 to \$6,000 in Fall 2005 as part of a plan to enhance their competitiveness. Additional increases are planned for 2007-08 and 2008-09. The Graduate Office will review the GA stipends at other Kentucky comprehensive universities and determine whether these raises will close the gap. 	<ol style="list-style-type: none"> 1. Fall 2005 and ongoing

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<p>7. The university should encourage administrators to routinely employ diversity training for staff that regularly interface with students to ensure that the campus environment remains free of hostile interactions. Some students indicated that some service areas were reluctant to provide needed services in a supportive and caring environment.</p>	<ol style="list-style-type: none"> 1. The Assistant Provost for Diversity and the Office of Human Resources will conduct diversity workshops with faculty and staff. 2. The University will establish "Ethnic Dialogues" as a credit course under SOC 399 to encourage faculty, staff, and student participation. 	<ol style="list-style-type: none"> 1. November 2006 2. No later than Fall 2007
<p>8. The university graduate school should implement strategies that identify and enroll students from the MoSU undergraduate programs, in addition to looking outside the university.</p>	<ol style="list-style-type: none"> 1. An Assistant Provost was hired to help with minority student recruitment. The Graduate Office routinely provides her with names and contact information of MoSU seniors to assist in her recruiting efforts. The Graduate Office also provides her with graduate recruitment information and brochures. 2. MoSU attends the Career Fair at KSU every fall and spring. 3. The Graduate Office works with the Assistant Provost and Office of Multicultural Student Services to host a reception for juniors and seniors in the spring to honor graduating seniors and recruit students to stay at MoSU for graduate work. 	<ol style="list-style-type: none"> 1. Fall 2006 and ongoing 2. Ongoing 3. Ongoing

<p style="text-align: center;">Recommendations COMMUNICATIONS WITH STUDENTS, FACULTY, AND STAFF</p>	<p style="text-align: center;">Strategy/Activity</p>	<p style="text-align: center;">Status/Date of Implementation</p>
<p>1. As with students on many campuses, MoSU students said that they do not have, in a single location, clear information regarding the university's policies on loans and loan repayments, particularly as it relates to continued enrollment. The university should assist students by clearly communicating its policies.</p>	<p>1. Revised enrollment services (Admissions and Financial Aid) Web pages will be redesigned and launched by mid-October.</p> <p>2. Students are currently required to complete loan entrance and exit counseling as part of the financial aid program. These procedures are currently listed on the front page of the financial aid Web site, and students are required to complete the process before receiving a loan for the first time.</p> <p>3. The Office of Multicultural Student Services and staff from Enrollment Services host financial aid workshops for minority students.</p>	<p>1. Fall 2006</p> <p>2. Ongoing</p> <p>3. Since 1998 and ongoing</p>
<p>2. The university should clearly communicate its policies regarding support services for events hosted by campus organizations. Some organizations believe that African-American and white student organizations are treated differently when hosting events on campus. The university should post in a conspicuous place policies that govern the provision of support services for campus events.</p>	<p>1. All student organizations receive the same information regarding policies and support services.</p> <p>2. The Office of Multicultural Student Services provides additional support for African-American student organizations.</p>	<p>1. Ongoing</p> <p>2. Ongoing</p>
<p>3. The university should create and distribute to students, faculty, and staff a directory describing services available and where to go to receive those services. Students seem to be confused as to which of the program areas identified by the university they should expect to address their concerns or seek assistance (Admissions, the Affirmative Action office, Equal Opportunity office, the Diversity office, the office of Multicultural Affairs, or their advisor).</p>	<p>1. Information on campus resources is easily accessible from the A-Z menu on the MoSU Web page.</p> <p>2. Phone directories and key deadlines are found in the <u>Eagle Planner</u>.</p> <p>3. MSU 101 provides all new students additional handouts with information.</p> <p>4. A description of services and location information is found online in <u>The Eagle Student Handbook</u> and catalogs.</p>	<p>1. Ongoing</p> <p>2. Ongoing</p> <p>3. Ongoing</p> <p>4. Ongoing</p>

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<p>4. Students believe that representation of African-Americans in the honors programs should be strengthened. It is suggested that the program be marketed more strongly as students are recruited and among freshmen when they arrive at the university.</p>	<ol style="list-style-type: none"> 1. Multicultural Student Services has worked with the Honors Program to identify students that qualify to join. 2. Minority students in the Honors Program will be featured on the Diversity Web site and "Point of Pride" graphic on the opening page of the university's Web site. 3. The Academic Honors Program will continue to coordinate recruitment and marketing with Enrollment Services. 4. An assessment of the minority scholarship funding will be conducted as a basis for proposing a competitive scholarship program. 	<ol style="list-style-type: none"> 1. Ongoing 2. Pending 3. Ongoing 4. Fall 2006 implementation; Spring 2007 assessment
<p>5. The university's marketing strategies should incorporate more opportunities to highlight the success of African-American alumni as a recruiting tool; similar to the use of successful athletes to attract high school recruits. Ask alumni to use their personal relationships to assist the university to recruit the best and the brightest.</p>	<ol style="list-style-type: none"> 1. Multicultural Student Services' newsletters spotlight a student and a student group in each edition and will add a spotlight for alumni. 2. Increase visibility of successful minority alumni in STATEMENT magazine, on Web site, and in advertising, publications, and admissions displays. 	<ol style="list-style-type: none"> 1. Spring 2006 and ongoing 2. Ongoing
<p>6. Both the Caudill College of Humanities and the College of Education seem to have developed and implemented model programs to increase student and faculty diversity and create an inviting and supportive environment for students and faculty that should be replicated by other departments and colleges.</p>	<ol style="list-style-type: none"> 1. The Caudill College of Humanities took the following steps: (1) Established "Diversity" as a high priority and overarching theme throughout the college's comprehensive, multi-year, strategic plan; (2) Advanced the college hiring of diverse faculty by insuring that each separate department strive toward diversifying faculty (i.e., each of the seven academic departments within the Caudill College has been successful in recruiting and retaining minority faculty); (3) Maximized the use of funds made available through the "President's Diversity Initiative" to establish new faculty lines for recruiting qualified minority faculty; (4) Established an assistant to the dean position for a minority faculty member to advise the dean and department chairs on matters of "Diversity"; (5) Conducted a series of focus groups with minority students in an effort to understand and develop strategies for minority student recruitment and 	<ol style="list-style-type: none"> 1. Fall 2004 and ongoing

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	<p>retention; (6) Developed interdisciplinary academic programs promoting issues of “Diversity” including Women’s Studies, Appalachian Studies, Cultural Studies, and International Studies.</p> <p>2. The College of Education (CoE) established the Trading Spaces Program.</p> <p>3. The CoE will increase recruitment of minority faculty/staff.</p> <p>4. The CoE will provide field experiences in schools with diverse student populations and provide systematic opportunities to all TEP students.</p> <p>5. The CoE will continue to increase faculty and staff diversity.</p> <p>6. The CoE will provide support to department chairs to assist in the retention of African-American faculty.</p> <p>7. The CoE will recruit minority students into the MoSU 4-year undergraduate research fellowship program as a retention strategy.</p> <p>8. The College of Science and Technology (S&T) will establish a college diversity committee.</p> <p>9. S&T faculty and staff search committees will target programs (SREB) and media sources that specifically provide contact information concerning the availability of minority candidates for vacant positions; communications will be made with identified candidates to encourage their application and they will be invited to campus for on-campus interviews.</p> <p>10. S&T academic departments and auxiliary units will aggressively recruit minority candidates for faculty/staff positions.</p> <p>11. S&T designated graduate assistantships for minority candidates are available to assist in the recruitment and retention of minority graduate students.</p> <p>12. S&T faculty and staff will specifically target and recruit minority undergraduate and graduate students to S&T programs; target population will include KCTCS transfer students and high school students from urban areas outside the typical MoSU service region.</p>	<p>2. Fall 2006 and ongoing</p> <p>3. Fall 2006</p> <p>4. Fall 2006</p> <p>5. Ongoing</p> <p>6. Fall 2006</p> <p>7. Fall 2006</p> <p>8. Ongoing</p> <p>9. Ongoing</p> <p>10. Ongoing</p> <p>11. Ongoing</p> <p>12. Fall 2002 and ongoing</p>

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	<p>13. The College of Business (CoB) established “an open and diverse student-centered learning environment” as a core value of the comprehensive five-year strategic plan.</p> <p>14. The CoB is currently applying for university support under the “President’s Diversity Initiative” to hire an additional African-American faculty member in January or August of 2007.</p> <p>15. The CoB will be identifying specific strategies for increasing the recruitment and retention of minority students and faculty members within the new five-year strategic plan.</p> <p>16. The Institute for Regional Analysis and Public Policy (IRAPP) will initiate recruitment and retention strategies that emphasize diversity in the new MPA program.</p> <p>17. IRAPP will continue to preferentially use diversity criteria in the awarding of Seed Money Grants to junior faculty.</p> <p>18. IRAPP will continue to allocate scholarship dollars for African-American students in its collaborative programs in geography, government, sociology, social work, and environmental science.</p> <p>19. IRAPP’s student life committee will promote activities to engage minority students in academic, social, and leadership opportunities on campus.</p>	<p>13. Fall 2007</p> <p>14. Fall 2006</p> <p>15. Fall 2006</p> <p>16. Ongoing</p> <p>17. Ongoing</p> <p>18. Ongoing</p> <p>19. Ongoing</p>

<p style="text-align: center;">Recommendations EMPLOYMENT AND CAREER ADVANCEMENT</p>	<p style="text-align: center;">Strategy/Activity</p>	<p style="text-align: center;">Status/Date of Implementation</p>
<p>1. The committee strongly encourages the university to develop innovative strategies to increase the representation of African-Americans at the highest level of policy development, particularly since such positions rarely become available.</p>	<ol style="list-style-type: none"> 1. The President’s Cabinet includes an African-American female. 2. The President’s Council includes two African-American females. 3. A new position of Assistant Provost for Diversity was created in Fall 2005. An African-American female was appointed to the position and sits as a member of the Deans’ Council. 4. The Campus Environment Team was integrated into the President’s Diversity Council to enhance the breadth and scope of this group and to give heightened visibility to the importance of diversity at the University. 5. The President’s Leadership Academy was created to prepare talented faculty and staff members for administrative roles. The first class began in August 2006 and has strong representation from persons of color. 6. The university collaborates with the Morehead community, particularly St. Claire Medical Center, to establish a better atmosphere that will be more attractive in the recruitment and retention of minority faculty and staff to the community. 7. The university will intensify its efforts to attract and recruit persons of color when vacancies occur at the Cabinet level. 8. The university will use African-American professional and informal networks to recruit at all levels of the institution. 9. The university will continue to make a significant financial commitment to increase the African-American presence on campus. 10. The university will publish and widely distribute both Affirmative Action institutional hiring goals and Kentucky Plan goals. 11. An incentive package will be developed to enable the University to be competitive in hiring minority faculty and professional staff. 12. The university will establish minority faculty and staff retention initiatives and incentives, i.e., mentoring programs, salary equity increases, etc. 	<ol style="list-style-type: none"> 1. Since 1998 2. Since 2005 3. Fall 2005 4. Ongoing 5. Ongoing 6. Ongoing 7. Ongoing 8. Ongoing 9. Ongoing 10. Ongoing 11. Ongoing 12. Ongoing

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<p>2. The university should consider implementing a recognition and rewards program that publicly acknowledges the success of departments and colleges and deans and chairs for achieving diversity objectives, i.e., the recruitment and retention of African-American faculty, students, and staff.</p>	<p>1. A Faculty, Staff, and Student Diversity Award is being considered by the President's Diversity Council for implementation in 2007-2008.</p>	<p>1. Fall 2006</p>
<p>3. The president and provost should strongly consider holding deans and chairs accountable for achieving diversity during the formal evaluation through rewards and sanctions – this approach may help departments and colleges view diversity as a stronger priority.</p>	<p>1. All managerial staff are evaluated on the diversity of new hires, etc. 2. Colleges and departments are required to provide and assess a diversity plan as a basis for a designated budget increase.</p>	<p>1. 1998 Revision of Performance Management System; ongoing 2. Fall 2006 and ongoing</p>
<p>4. The committee encourages the university to realign the current mentoring program used to assist selected junior faculty and staff interested in career advancement or completion of the terminal degree to more readily support long-term aspirations at MoSU.</p>	<p>1. Through the Faculty for the Future Program, the Graduate Office and appropriate academic departments will maintain a relationship with students and meet with them at least once a quarter to assess progress. 2. The Caudill College of Humanities has taken the following steps to support long-term aspirations of minority faculty and staff at Morehead State University: (1) Three minority faculty within the college have been provided reassigned time and a stipend to serve as assistant to the dean and part of the dean's leadership team; (2) Two minority faculty within the college were nominated and became part of the first cohort class within the President's Leadership Academy; (3) One minority faculty member received educational leave to support an NIMH Fellowship and returned in an assistant provost position. 3. As a retention strategy, every effort is made to provide progressive leadership experiences to new minority faculty recruited into the Caudill College of Humanities.</p>	<p>1. 1996, but under review in Fall 2006 2. Fall 2004 and ongoing 3. Fall 2004 and ongoing</p>

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	<p>4. S&T probationary faculty are partnered with a tenured faculty member at the beginning of their tenure-track service to provide advisement and support concerning the guidelines and criteria essential to a positive tenure review.</p> <p>5. As part of the new faculty orientation process, each new tenure track faculty member in the College of Business is assigned a senior faculty mentor. The mentoring process is designed to provide support to all new faculty members in a manner to help support successful retention strategies.</p> <p>6. The College of Education assigned a faculty mentor to all new faculty.</p>	<p>4. Ongoing</p> <p>5. Ongoing</p> <p>6. Ongoing</p>
<p>5. The university is encouraged to strategically use ethnic dialogues, lectures, and other speaking engagements to move the university community toward embracing and catering to a more diverse campus.</p>	<p>1. Multicultural Student Services will provide a refresher session for faculty /staff trained in facilitating Ethnic Dialogues in 2004.</p> <p>2. New senior administrators will receive training.</p> <p>3. Five-week sessions will be provided at least once each semester with optional credit under SOC 399.</p>	<p>1. Fall 2006—in progress</p> <p>2. October 2006 and ongoing</p> <p>3. Fall 2006 and ongoing</p>

<p style="text-align: center;">Recommendations STUDENT LEADERS AND GENERAL CAMPUS ISSUES</p>	<p style="text-align: center;">Strategy/Activity</p>	<p style="text-align: center;">Status/Date of Implementation</p>
<p>1. Some students observed that MoSU, at the time of the visit, did not have African- American professional staff in the Financial Aid Office. (This was an interesting observation by students. In a separate focus group, an African- American male indicated that his place of employment is the Financial Aid Office). While any staff can and should provide these services, the students strongly encourage the university to add more African-Americans to the staff in the Financial Aid Office. Students believe that the absence of minorities in this office impacts African-American students' access to resources.</p>	<p>1. An African-American male Financial Aid advisor provides workshops for Multicultural Student Services, Upward Bound, visiting high school students, etc. 2. Students are assigned a counselor based on last name, not ethnicity. 3. All faculty and staff searches require advertising in appropriate diversity venues, are subject to five points of review, and require the interviewing of all qualified minority candidates.</p>	<p>1. Since 2002 2. Ongoing 3. Ongoing</p>
<p>2. Communication seems to be at the root of many student concerns. Students believe that support services for minority students are more limited than services for other students. Students believe their access to critical support programs are somehow limited and affect their level of participation.</p>	<p>1. The Multicultural Student Services (MSS), 1st Year Programs and Campus Directory provide these resources. 2. The Diversity Web site is being upgraded and maintained by the President's Diversity Council to improve communications and to highlight services to minority populations.</p>	<p>1. Ongoing 2. Fall 2006</p>
<p>3. To better inform students, the university should inventory and clearly communicate to all students, especially freshmen and transfer students, information regarding academic support services, financial aid, student organizations, the names, telephone numbers, and email addresses of contact persons, and the location of faculty /staff charged with mentoring minority students. Other institutions provide a resource guide containing this information.</p>	<p>1. The MSS staff is accessible by telephone, email, voicemail, face visits on Monday-Thursday from 8 a.m. to 8 p.m., Friday from 8 a.m. to 6 p.m., and by appointment on Saturday and Sunday. If necessary, staff will come in early and stay late to accommodate students. 2. The MSS staff will continue to inform honor students of resources in MSU 101 and through the Honors Program office.</p>	<p>1. Since 2001 and ongoing 2. Ongoing</p>

<p style="text-align: center;">Recommendations STUDENT LEADERS AND GENERAL CAMPUS ISSUES</p>	<p style="text-align: center;">Strategy/Activity</p>	<p style="text-align: center;">Status/Date of Implementation</p>
<p>4. Students believe that more support staff and resources should be provided to the Office of Multicultural Student Services to enhance support programs that serve African-American and other minority students.</p>	<p>1. Staffing for Multicultural Student Services is under review as part of a university-wide assessment of resource needs.</p>	<p>1. Fall 2006</p>
<p>5. Students believe that the university may reap tremendous benefits from surveying graduating students to better understand how they feel about the university as they depart – the results could be used to realign policies that affect student services and the interaction among faculty and staff.</p>	<p>1. The CoE will survey Teacher Education Program students and graduates and use feedback to improve programs and the environment. 2. All academic colleges, including the Honors Program, will initiate a survey of graduating seniors to assess deficits and enhancements of programs to their post-graduate careers.</p>	<p>1. Fall 2006 2. Ongoing</p>
<p>6. Some students indicated that they would be reluctant to advise their friends to attend the university while others indicated that they would. The university might benefit from hosting a student forum to glean better information about the statements made by students.</p>	<p>1. A forum is held each semester to solicit feedback from all African-American students.</p>	<p>1. Ongoing</p>