SCSU DIVERSITY PLAN FY 17

President's Introduction

A president's role in promulgating diversity begins with personal understanding and commitment visibly manifested in consistent action. A president leads by example in order to instill a commitment to diversity into campus culture and the practice of campus leaders. At St. Cloud State University this has taken the form of creating opportunities for shared leadership and close partnership among the president, the management team and the campus community in creating a campus climate that values and supports diversity and works proactively to address issues and challenges as they emerge. In 2004, we created the Community Anti-Racism Education Initiative (CARE) to build our capacity to become an anti-racist campus community. In 2008 we charged a campus-wide Diversity Task Force to study our history and our potential in order to create a diversity plan that would build on our existing diversity efforts and create a plan so that would position SCSU as a university that embraces its diversity and its role as an engine for social change and growth on our campus and in our region. From the work of the Task Force a 2012 Diversity Plan emerged that defined the role of a Diversity Advisory Council as a broadly representative campus committee that advises the President and his senior leadership team in supporting a diverse and inclusive campus community, achieving the university's mission and recommending priorities and initiatives to support our diversity commitments. SCSU's shared diversity leadership structure reminds all employees that creating a campus climate that embraces and supports our diverse students, employees and communities is everyone's responsibility and that engaging a diverse set of voices creates better solutions and gives us strength as an institution.

A comprehensive diversity plan that is the result of community conversation and consensus has the potential to alter the culture, climate and character of both our campus and the surrounding community. In 2008, President Earl H. Potter, III announced in his Fall Convocation speech:

> *"First, a newly formed Diversity Task Force will begin work in September to develop a comprehensive diversity plan, starting with the examination of every aspect of our culture and character to find better ways of making ours a welcoming, safe community that values our diversity. We have not had an honest, realistic diversity plan to which we pledge our full effort. We must have one if we are to achieve the objective of building an anti-racist culture that offers the opportunity of success to every SCSU student and employee."*

The resulting 2012 Diversity Plan acknowledged our rich but turbulent history and created a framework for making substantial steps forward in our diversity efforts. The plan attempted to speak to the entire university community by way of supporting, challenging, inspiring and making recommendations around issues of diversity, inclusion, and equity at St. Cloud State with the goal of making students and employees feel welcome, safe and valued in our campus and surrounding communities.

The following updated diversity plan is grounded in our previous planning efforts. It further articulates our commitments and efforts to improve the campus climate, and, most importantly, our need to serve and prepare for students who will participate in higher education in the coming biennium. Throughout the plan, we recognize that people of many different identities feel discriminated against in various ways. The data about the types of students applying to and attending our institution is well understood and includes, but is not limited to, students of color, first generation students, women, non-traditional students, veterans, LGBTQ students, religious minorities, students with disabilities and others who have traditionally been underrepresented in higher education.

Our diversity plan is dynamic and serves as a blueprint for continuing our evolution and guiding our actions as a university. The evolution of our diversity plan informs the University's strategic and academic plans, which reciprocally inform and update our diversity planning. We continue to aspire to be a leading university that embraces its diversity and its role as an engine for social change and growth on our campus and in our region.

Diversity Background/Historical Context at St Cloud State University

St. Cloud State University has made significant progress in increasing our diversity. However, we continue to struggle with the realities that are present in our community – racism, sexism, homophobia, transphobia, xenophobia, Anti-Semitism, Islamophobia and other forms of discrimination and oppression. St. Cloud State's history includes pain for students, faculty and staff who have been relegated to the margins of society and struggles to challenge the institutional and individual forces supporting the status quo. Members of our campus community continue to be hurt and to report discrimination. Between 1987 and 2003, a number of campus climate studies were conducted at St. Cloud State University (see below). This body of work depicts and details policies, practices, behaviors, attitudes, patterns, and conditions that individuals experience and feel shape their interactions with other people in the university environment. These various documents note the problems of discrimination, harassment, violence, unfair treatment, insensitive policies and practices and unenforced rules against illegal or unacceptable conduct reported by members of minority groups on campus.

In recent years, St. Cloud State has addressed many of the concerns addressed in these reports to improve the campus environment. Responses include the creation of programs and practices to improve institutional support for those experiencing discrimination. Even as these efforts continue, overt manifestations of intolerance and hatefulness still occur. Examples include reports of visible lesbian, gay, bisexual, transgender harassment, sexual assault, racism, anti-Semitism and xenophobia in the forms of name-calling and other forms of verbal harassment, graffiti and biased flyers and posters.

While the university community, and the administration in particular, is responding to the more salient and systematic forms of illegal behavior, additional efforts are needed to address what has been characterized as micro aggression. While this concept has been used to describe racial situations on campuses, it can be generalized to other groups facing stigmatization and marginalization.

2017 Diversity Plan and Action Items

Focus Area 1: Student Learning

Background: SCSU has had a commitment to embedding diversity in our student learning experiences for more than two decades. New entering students and students transferring less than 20 liberal education credits are required to complete three courses that have been designated as Diversity courses which are embedded throughout the ten Liberal Education Program (LEP) goal areas. In 2001, we were the first university in Minnesota – and one of only a few in the nation – to implement a Racial Issues (RI) class as one of their three LEP diversity courses. . Every student who graduates from SCSU, who did not complete LEP Goal Area 7 through transfer credits, is required to take a semester-long class on anti-racism, hate crimes and US racial communities of color. The RI requirement came out of a time of enormous social change lead by a coalition of students, administrators, faculty members and community members. That same coalition sparked and created the Respect and Responsibility Program, a workshop required by all incoming students in an effort to provide an open and safe campus environment. Respect

and Responsibility contains two parts: 1) "Not Anymore" addresses stalking, dating violence and sexual assault and 2) "Community through Diversity" addresses living and learning in our diverse community. Long before changes to Title IX mandated training and outreach surrounding sexual violence, SCSU was educating our students on these issues. Our training also addresses issues of bias and oppression based on race, religion, sexual orientation and gender through active learning activities.

Planning Context: The need to develop an institutional Student Learning Outcome related to diversity comes from two institutional directions. As part of our Strategic Action Plan, we identified the need to develop institutional learning outcomes as part of our strategic priority to create an integrated learning experience for our students. The 2012 Diversity Plan called for SCSU to "Designate diversity and social justice as an institutional learning outcome so it is integrated throughout the curriculum and student experience, with the expectation that students will demonstrate their competency throughout their education at SCSU". Over the last three years, SCSU has developed "Our Husky Compact" (OHC), which identified the six dimensions of a St. Cloud State University education. One of those dimensions is to "Engage as a Member of a Diverse and Multicultural World."

FY17 Action Items: During AY2017, we will focus on the OHC dimension of "Engage as a Member of a Diverse and Multicultural World." We are developing co-curricular programming, campus conversations and a faculty toolkit to help incorporate diversity into our courses and programs. During spring 2017, we will collect student work artifacts as part of a comprehensive assessment of student learning of the outcomes of this dimension. This work is part of an approved HLC agenda as well as part of our work with the Multi-State Collaboration on Assessment sponsored by AAC&U and SHEEO. We will engage in campus-wide discussions of the assessment results as part of our Convocation workshops in August 2017.

Focus Area 2: Student Success

A.   Development of a career roadmap for all students, with a particular focus on underrepresented students:

Background: Previously, the campus received a grant funded by Great Lakes Higher Education Corporation & Affiliates (FREE Grant) where students were assisted in major and career decision making, cover letter and resume reviews, and received career assessments. This program worked proactively to make sure students were supported, and it helped them grow professionally, academically, and socially as student leaders due to the strong one-to-one attention model.

Planning Context: Currently, through intentional partnerships, underrepresented students have had the opportunity to participate in employer led resume creation and mock interview sessions through the Advanced Preparation Program partnership between Multicultural Student Services and Career Services.

FY17 Action Item: With an aspirational goal that every student has a plan to a successful career, members of campus are working closely with Academic Deans to identify a career roadmap for underrepresented students. Within this action plan, students will actively participate in activities and experiences throughout the course of their time at SCSU. Upon completion of these milestones, students will have a stronger competitive advantage upon their peers.

B. Seek ways to continue to serve student parents:

Background: College-age people are at high risk for unintended pregnancies, unhealthy behaviors during pregnancy, and are at a crucial time in their lives for building their future through post-secondary

education. Seemingly ordinary decisions have significant consequences on a student parent's ability to persist to graduation. Higher rates of relationship/domestic violence, rape, and sexual assault in student populations may result in unintended pregnancies causing some students to drop out and never return to finish college without the necessary support of Title IX and related support services.

Planning Context: The purpose of the Student Parent Support Initiative is to build the capacity of institutions of higher education to address the health and educational needs of expectant and parenting students and their children. It's funded by the Pregnancy Assistance Fund and authorized by Sections 10211-10214 of the Patient Protection and Affordable Care Act (Public Law 111-148) [PDF] to develop and implement programs to assist expectant and parenting teens and women. The Minnesota Department of Health applied for and received these funds from the United States Department of Health and Human Services.

FY 17 Action Item: To provide increased visibility for the Student Parent Support Initiative Program, the Program Coordinator will move to an office in the Department of Campus Involvement for the 2016-2017 academic year. Moving the office location will allow us to better support expectant and parenting teens and adults to accomplish their post-secondary education goals and to create long-term strategies for positive health and well-being for themselves and their children. We will engage even more student parents, which in turn will help support future applications for grants and additional funding resources.

C. Continue to create an educational learning environment that supports student veterans' success:

Background: The 2012 Diversity Plan calls for the elimination of systemic barriers that hinder student success, including barriers affecting underserved military-connected students.

Planning Context: To assist in recruitment and retention, and most importantly, to aid in decreasing time spent working towards higher education for our military-connected students, we have implemented procedures for these students to access priority registration. Priority registration for our student veteran community enables them to lock-in courses needed to maximize their education benefit, thus reducing any additional monetary funding needed to achieve a degree. The Veterans Resource Center, Admissions Office, and Office of Records and Registration work closely to ensure students are aware of enhanced procedures, proper documentation is gathered to qualify, and the priority registration window becomes accessible for all participants.

FY17 Action Item: We are developing an evaluation protocol for this initiative to assess its effect on recruitment, retention and graduation rates for our student veterans.

D. Implement a new orientation program for international students

Background: During the FY16 year, SCSU implemented a new student orientation program – Husky First Four – as a way to enhance new student transition into the university and prepare them for future academic and social success.

Planning Context: A new orientation model is needed to connect international students with our US students to build global understanding and to help celebrate world cultures at SCSU with the presence of over 1200 international students from over 92 countries. Given the success of the "Husky First Four" orientation, we will provide international students with an orientation that intersects more clearly with the non-international student orientation.

FY17 Action Item: Following the Husky First Four orientation model, we will create a new International Student Orientation for Fall 2016 to integrate international students into campus life early

on. International students will be immersed into academic and social activities as a part of a seamless transition from the new international student orientation.

E. **Continue to support retention initiatives for students of color and first generation students**

Background: SCSU has a long history of programs that support students of color from pre-college to alumni. In partnership with the Office of Multicultural Student Services, the campus has developed programs that have narrowed the "retention gap", increased the number of students who participated in Education Abroad opportunities and increased the participation in leadership activities and cultural engagement.

Planning Context: With support by the President's Cultural Diversity Initiatives and hosted by our many student organizations and departments; St. Cloud State University has become the center of multicultural events in the region. For example, Governor Dayton was a featured speaker at Somali Night 2016 and our campus hosted the community's Third Annual MLK Breakfast. These cultural events are attended by hundreds of people, including students in the Racial Issues and other LEP Diversity classes, and serve as an important connection between in-class and out-of-class learning experiences.

FY17 Action Items include:

1. Continue to be a regional center for cultural events that reflect our diverse student populations. Student organizations help our campus and community to celebrate the many diverse cultures, including African Americans, Hmong, Somali, Karen, Chicana/os and American Indians.
2. Support and host the 8th annual Power in Diversity Leadership Conference. This conference provides a platform for a dialogue on inclusion and diversity-related issues which impact our students and our state. This conference is co-sponsored in partnership with several other MnSCU institutions and attended by students and faculty from across the Region.
3. Support on-campus student employment programs that hire and place students of color throughout campus.
4. Provide support for students who are on academic probation or recently returned from suspension through the Multicultural Academic Student Center.

F. **Support the retention and well-being of students in poverty**

Background: Homelessness, food scarcity and poverty are issues faced by students throughout the country. SCSU is no exception.

Planning Context: The Provost has formed a working group to address issues facing these students. Working group members have gathered information and communicated with community partners who serve our students.

FY17 Action Item: Deliver a document to the Provost recommending actions SCSU can take during FY17 and beyond. These recommendations are likely to include the creation of an electronic source of information to students in a high traffic location to reduce potential stigma and the identification of resources that can be shared with faculty and staff through classes, advising, and employment.

G. Continue to create campus spaces to meet the needs of Lesbian, Gay, Bisexual, Transgender (LGBT) and gender non-conforming students.

Background: There is an increasing number of people who do not use binary definitions of gender and therefore, having restrooms that are only designated separately for men and women do not meet the needs

of all students and community members. LGBTQ students have led this conversation in P12 education and on college campus, including St. Cloud State.

Planning Context: There are three buildings on campus that currently have gender-inclusive restrooms: Atwood Memorial Center, I-SELF and Halenbeck Hall. Other academic buildings, however, have not created these same type of facilities. We have started research and assessment for signage needs as well as structural changes that may be needed to transform our campus to better meet the needs of all students.

FY17 Action Item: Complete research and assessment for signage needs on gender-inclusive bathroom facilities campus wide to offer the most accessible options for all gender usage. Each campus building will identify and transform one bathroom facility as a gender-inclusive restroom. All university signage will clearly identify these restrooms.

H. Continue to create spaces and services that serve students' religious and spiritual practices, especially those from under-represented traditions.

Background: St. Cloud State is a place where students study, work and live. We have been engaging in conversations with Muslim students, faculty, staff and community to determine the needs of this growing population.

Planning Context: Students have met with administrators and food service staff to discuss the need for food that meets religious dietary restrictions. Also, they have identified several buildings where they need a private space for daily prayers or quiet reflection and meditation, especially in those buildings where there is the highest student traffic.

FY 17 Action Item: Create two general purpose rooms that may be utilized for meditation and for Muslim daily prayers. The rooms will be located in the two buildings with the highest student traffic and use; Atwood Memorial Center and Miller Center.

FY 17 Action Item: Engage food venders in conversations and planning for appropriate Halal food options and food preparation. We will review current halal options by campus food services with a plan to provide halal food options at all on-campus food services during all hours of operation by 2018. This includes halal meat when meat is served and halal preparation for non-meat items.

I. Continue to create greater ADA accessibility and ADA information for students and campus community.

Background: It has been over 25 years since the passage of the Americans with Disabilities Act (ADA) and we see large increases of students with disabilities on our campus and we continue to make our campus accessible to everyone. In doing so, students have identified several areas for improvement.

Planning Context: Students with certain types of disabilities cannot access all food services independently due to the height of shelving or placement of food on a shelf. Moreover, information on how the ADA affects educational and professional settings (section 501) is not currently provided for students, staff and faculty.

FY 17 Action Item: Create an Americans with Disabilities Act (section 501) Web Page

FY 17 Action Item: Create greater ADA accessibility for our students and the visiting public in food service spaces

J. Continue to support female students through retention efforts in under-represented academic areas as well in efforts designed to prevent gender violence.

Background: On most college campuses, women comprise at least half of the student population but continue to state that they face barriers, formal and informal, in receiving an equal education to that of men. Women are under-represented in certain mathematics and science fields and also are disproportionately affected by gender violence; two factors that may lead to decrease student success.

Planning Context: We have offered a gender violence prevention program to new students for nearly 20 years. This past year, we added a sexual harassment awareness program to all students in their junior year (as well as required it for all SCSU employees). Students who are assaulted, harassed or raped have increased mental health concerns, decreased academic progress, increased isolation and lower overall retention rates.

FY17 Action Item: Continue to support participation in multiple levels of programming aimed at decreasing gender violence and increasing knowledge on report mechanisms, e.g., "It's on Us" federal awareness campaign, "Not Anymore" advocacy workshop (new students), Haven Sexual Harassment awareness program (junior students) and related support services.

FY 17 Action Item: Increase participation in academic areas where women are currently under-represented by increasing awareness of opportunities in those areas through professional association, mentoring programs and student organizations.

FY 17 Action Item: Continue to support university-wide programming featuring female leaders and mentors at university-wide events.

K. Create opportunities for a better understanding and support of adult students.

Background: The majority of student success opportunities are aimed at "traditional-aged" college students and do not always overlap with the needs of adult students. These comprise a growing number of our students yet we do have a comprehensive approach to supporting their success.

Planning Context: Much of the information we have on adult students is anecdotal. We need to better understand the demand and needs of this important population of students.

FY17 Action Item: Research and assess the needs of adult students at St. Cloud State including housing, commuting, family, financial and academic. Following the assessment, develop action items for FY18 that can start to address these needs.

L. Continue Outreach with Community Leaders, including a partnership with Somali Elders.

Background: Elders play an important role in families, communities and educational settings in many communities. Their role is especially important in new refugee and immigrant populations (and the 2nd generation of families and students), e.g., the growing Somali population in St. Cloud.

Planning Context: When issues occur in the community or on campus, it provides opportunity to meet with Somali elders. We will continue to meet regularly with Somali Elders on issues facing local communities and Somali students so that we can proactively work together.

FY 17 Action Item: Develop a learning program that supports Somali community objectives for increased effectiveness in non-Somali American culture.

FY 17 Action Item: Explore ways to give access to Somali youth to SCSU athletics fields in the summer.

FY 17 Action Item: Increase collaboration with Somali elders so that they can bring their wisdom, experience and perspective into our classrooms as guest lecturers.

Focus Area 3: Expanded Financial/Scholarship Support for Low Income Students

Background: The connection between financial need and retention and completion rates is well-documented nationally and has been analyzed in detail at SCSU. Our analytics show that students with equal academic ability but with a larger financial gap are retained at lower levels than those with less demonstrated financial need. Additionally, we have discovered patterns that indicate that financial gap may have a disproportionate impact on students of color. For example, of our fall 2015 first-year student cohort (NEF); 60% of non-students of color with a financial gap of over $5000 registered this past spring to return in fall 2016, whereas only 40% of students of color with a financial similar gap have registered to return.

Planning Context: SCSU is in the process of developing priorities and a set of case statements as part of our planning work for our comprehensive fundraising campaign. A significant component of that campaign with be focused on developing a scholarship strategy that addresses the complex financial need patterns of our students, including addressing students' emergent and changing financial needs over time.

FY17 Action Items: Develop a scholarship strategy that is informed by the enrollment patterns and needs of our student population to address the financial gap and its impact on continuing enrollment.

Focus Area 4: Student Recruitment

Background: The Undergraduate Admissions Office is committed to recruiting, admitting, and enrolling students of color (SOC) at St. Cloud State University. Since fall 2000, the number of enrolled SOC has increased each year, and we anticipate that pattern to continue into fall 2016. In fall 2014, 18.4% of the total enrollment was SOC and fall 2015 saw 19.7% SOC enrollment. We set an aggressive goal of 25% of our new entering students to be SOC for fall 2016. As of May 20, 2016, 30% of our NEF admits and 23% of our NET admits are students of color; overall, 28% of our total admits are students of color. In addition to working to exceed numeric goals for student of color enrollment, there is university-wide engagement to improve the campus climate.

Planning Context: During FY16**,** SCSU engaged in a number of initiatives designed to achieve our enrollment goals, including a series of activities aimed specifically at underrepresented student populations.

FY 17 Action Items: Building on our successful recruitment efforts, we will be engaging in additional recruitment strategies to continue to serve our diverse student populations:

- Expand direct mail and e-mail efforts to students of color (SOC) as early as their sophomore year in high school.
- Expand #SCSU4ME efforts to heavily concentrate on SOC. This program gets SCSU students back to their high school to talk about their experiences at SCSU.
- Conduct higher education awareness workshops in local community settings composed of high underrepresented populations, such as places of worship, youth organizations and co-curricular school events.

- Partner with Cooperative Extension Site Coordinators in Minneapolis to deliver college awareness programing to students of color, and other underrepresented communities, and ultimately raise awareness and increase interest in SCSU.

Focus Area 5: Faculty and Staff Professional Development

Background: SCSU has been committed to providing professional development opportunities for faculty and staff to build their capacity and competency in the area of diversity for more than 10 years. One of our most notable efforts is the creation of the Community Anti-Racism Education Initiative (CARE) in 2004. Since its creation, thousands of SCSU employees, students and communities members have received CARE training as part of our university's journey to a fully inclusive, multicultural, anti-racist institution. An important outgrowth of CARE is the Anti-Racist Pedagogy across the Curriculum (ARPAC) initiative. The purpose of the award-winning ARPAC project is to provide intensive training for faculty committed to incorporating anti-racist pedagogy into courses across disciplines and across campus. ARPAC consists of an annual faculty development workshop and monthly follow-up sessions that support faculty in their teaching, and foster a community of educators committed to anti-racist praxis. Additionally, faculty and staff are also encouraged to complete comprehensive, interactive Safe Space Training taught by the Director of the campus LGBT Resource Center. Safe Space Training is designed to educate persons who serve SCSU about queer identity/issues and strategies for creating safe, inclusive, and supportive environments for all and to build a network of allies across campus who are knowledgeable and supportive of the LGBT community. Training is offered during work hours with supervisor support for attendance. In addition, we have implemented a requirement that all employees annually complete online sexual harassment training.

Various departments across campus incorporate diversity training in their student employee programs such as Residential Life, Public Safety, and the Atwood Memorial Center. These departments as well as others have comprehensive annual fall training programs as well as in-service workshops throughout the academic year. We also maintain a comprehensive procedures and practices website for access to easy refresher information and tools (see http://www.stcloudstate.edu/affirmativeaction/search/).

Planning Context: Recent changes in Articles 22/25 of the IFO/MnSCU Master Agreement 2015-2017 have created more opportunities to recognize and reward engagement in diversity efforts in each of the five criteria for tenure and promotion.

FY17 Action Items: SCSU will be taking steps to raise awareness of these changes among faculty, staff and administrators. These steps will include:
- Annual direction to academic deans to support the active engagement of faculty in each college and school in the following criteria of Articles 22 and 25 of the IFO-MnSCU 2015-2017 Master Agreement (see Appendix G):
  - Criterion 1: Incorporating multicultural, anti-oppression, and/or inclusion perspectives in teaching methods
  - Criterion 2: Researching multiculturalism, anti-oppression and/or inclusion topics
  - Criterion 3: Studying multicultural, anti-oppression, and/or inclusion topics
  - Criterion 4: Working with students in multicultural, anti-oppression, and/or inclusion topics and efforts
  - Criterion 5: Working with the community and/or campus in multicultural, anti-oppression and/or inclusion topics and efforts
- Required annual reporting of substantive and documented information on how each Vice President and Dean supports diversity, anti-oppression, inclusion efforts and/or multiculturalism in performance evaluations, Article 22 and 25 and other relevant activities.

Focus Area 6: Faculty/Staff of Color Recruitment and Retention

Background: St. Cloud State University has had a commitment to diversity hiring for decades; that commitment can be seen on in our diversity performance measures. Our employee diversity increased by 2.6 percentage points between 2012 and 2017. Since 2012, our hiring of new employees has been severely limited by budget and faculty line reductions, but our rate of Employees of Color has remained stable at approximately 12.5%. This is more than 1.5 points higher than the system average (10.9%) and more than .5 point higher than system university average (11.9%). Faculty of Color at SCSU make up 19% of all teaching staff and 21.6% of our full-time teaching staff.

While we have made strides in increasing the diversity of our teaching faculty, we must increase our efforts to recruit and retain employees of color in all bargaining units and among the administrative team. Specifically, we will be focusing on increasing the diversity of three groups: AFSCME Clerical, AFSCME Service and Administrators.

SCSU Data (as of 5/1/16)

AFSCME Clerical: 161 White; 2 Asian
                      152 Female; 11 Male

AFSCME Service: 84 White; 2 Black or African-American; 2 Latina/o
                      61 Male; 27 Female

Administrators: 30 White; 1 Latina/o; 1 Asian
                      18 Male; 14 Female

Planning Context: As our financial condition stabilizes and our enrollments begin to recover, we anticipate the opportunity to hire additional faculty and staff and are putting in place a recruitment and retention plan for faculty and staff of color and American Indian faculty and staff to guide our work going forward.

FY17 Action Items include:
- Identify of dedicated resources to support recruitment and retention efforts.
- Develop a substantive 3-5 year recruitment plan that utilizes cluster hiring practices for key academic areas that have disproportionately low numbers of U.S. faculty of color and American Indian faculty'
- Conduct a review of current hiring practices and take steps to recruit more diverse pools of candidates.
- Develop an "onboarding" and orientation program for faculty and staff of color and American Indian faculty and staff.
- Develop a formal mentoring program for new faculty of color and American Indian faculty that pairs them with faculty of color and American Indian faculty within their discipline or college/school and with someone outside of their primary area.
- Expand Search Advisory Committee Training to include classified searches.
- Dedicate a full-time Human Resources position to recruitment and hiring to achieve SCSU's diversity and affirmative action goals.