

Toward a Deeper Realization of Diversity at Kansas State University

A Status Report for
The Higher Learning Commission

2002 - 2012

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Executive Summary

In 2001-2002, the Higher Learning Commission conducted its review of Kansas State University for continuing accreditation. With many outstanding accomplishments in the decade before, the university passed the review with flying colors. However, reviewers did note a lack of progress in diversity and suggested that the university move towards a deeper realization of diversity in all aspects of its functioning going forward.

This finding was taken very seriously by the administration in place at the time. After hiring a new Associate Provost for Diversity, the university embarked on a decade of working its hardest to improve diversity across 10 key dimensions. The results of that work indicate clear progress in all areas, as well as work that remains to be done. Highlights of our accomplishments include the following:

1. There is strong senior leadership for diversity and a robust infrastructure for the promotion of diversity consisting of deans, Diversity Point People, diversity committees, program directors and many others. There is substantial long-term strategic planning for diversity at the university and college levels. Measures of accountability have been established and a university-wide process for biennial reporting occurs routinely.
2. Kansas State University is fast-becoming the university of choice for multicultural students, as indicated by an increase in enrollment of 85.8% from 2002 to 2011. While the one-year retention rates for multicultural students tend to lag those for White students, recent data are showing improvements and even reversals of that trend for some groups. The six-year graduation rates on the 2005 cohort show increases of 12% for Native Americans, 3 % for African Americans, and 2% for Hispanics over similar rates for the 2002 cohort. There is much work being done to improve these rates which will not be measurable for a number of years. There is still much work that can be done to improve the retention and graduation rates among our multicultural students, especially African Americans.
3. Progress has been made in diversifying faculty and staff. From 2002 to 2011, there has been a total increase of 70% for historically under-represented faculty and an increase of 25.6% for historically under-represented staff. Female faculty have increased 42.6% and female staff have increased 12.6% during that same period. Five senior administrative appointments of females have occurred in roles that were filled by men.
4. There is a model multicultural curriculum transformation initiative at Kansas State University led by the Tilford Group. Courses and academic programs are assessed for multicultural content, 92 Tilford Faculty Incentive Grants have been awarded to catalyze this work all across the university, many methods are being used to assess the student learning objectives in diversity, and several significant efforts have occurred to expand and support Women's Studies and American Ethnic Studies.

5. The university reports 114 partnerships in higher education which help advance K-State diversity. These partnerships include HBCU's, HSI's, Tribal colleges, and institutions in Asia and the Pacific Rim, Latin America, Africa, and the Caribbean.
6. As a whole, the university has made exceptional strides in raising funds to support diversity. In 2007-2008, \$5,355,741 was raised in annual funding, representing \$18.6 million in multi-year awards. Many units across campus are engaged in diversity fundraising with the support of the K-State Foundation.
7. Major work has been undertaken to enhance the community, climate, and centrality of diversity at K-State. This work has included climate assessments, efforts to enhance the cultural competence of faculty and staff, and a continuous stream of high quality diversity events and programs every year. Due largely to the promotional efforts of the Office of Diversity, Diversity Point People, and others, faculty and staff participation in these activities continues to broaden and increase. Collectively, our work to enhance the climate for diversity has targeted multicultural persons, persons with varying abilities, GLBTQ communities, and veterans. Our goal is to have the most inclusive campus possible for everyone, while simultaneously affirming and respecting group and individual differences.
8. There is considerable scholarship on diversity topics taking place at Kansas State University. Moreover, the amount of this scholarship has been increasing from one reporting period to the next. This scholarship takes the form of research activity, publications, and presentations.
9. There are many people at all levels doing award-winning work in diversity at Kansas State University. In the last reporting period, a total of 38 awards for diversity excellence had been received by faculty, staff, students, and administrative units.
10. Significant progress is being made on engaging multicultural alumni. The Kansas State Alumni Association is the leader among Big XII institutions in programming for diverse alumni. Diversity is a significant part of the strategic plan in the Alumni Association, and a staff position focuses specifically on multicultural alumni constituents. Multicultural alumni are also engaged on campus as Alumni Fellows, advisory board members, and speakers.

In every dimension of campus diversity promotion, Kansas State University has positive results to report. Not only that, in many dimensions, we are excelling. Admittedly, it has not been easy to achieve these results. We have had a lot to learn, and we have had difficult issues to address. Still, we have kept moving forward, because we have known what was expected of us, what the right thing to do is, and what is in our own self-interest. Thus, it was the Higher Learning Commission that was the impetus for us to work harder to produce meaningful results in diversity. Along the way, however, we have embraced the challenges and made them our own. Today, some 10 years later, we welcome you back to campus, so that you can evaluate our progress in moving *“toward a deeper realization of diversity at Kansas State University.”*

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Introduction

In 2001-2002, the Higher Learning Commission conducted its review of Kansas State University for continuing accreditation. The evaluation included a self-study report, a site visit, and a follow-up report. The overall result was that the university was found to be performing in a stellar manner and would be fully accredited for the next 10 years. This was a much-deserved outcome as the university had done a great deal in the previous decade to improve institutional quality across many dimensions.

One area, however, was among two that were identified as needing significant improvement. That area was diversity. Key passages from the accreditation report express the thinking of reviewers about K-State diversity:

“...Achievements in broadening the racial diversity of the student body, faculty, and administration have been modest...”

“...Diversity is as much a part of being a top-tier land-grant university as are other areas in which the university has excelled...”

“ ...Consider promoting existing women and minorities to administration posts...”

“...Make diversity a high priority for the future...”

“...Make greater strides toward a deeper realization of diversity in many different aspects of the university in the next 10 years.”

These findings and recommendations were taken very seriously by the administration in place at that time. In July, 2002, a new associate provost for diversity began at the university and was charged to work with all units of the university to promote diversity, with special attention paid to the diversification of faculty, staff, and students. Senior administration communicated a sense of urgency about making progress and exhibited a clear commitment to making diversity at K-State an area in which it also excelled.

STRENGTHENING THE FOUNDATION

Before any forward movement could take place, the foundation for promoting diversity at Kansas State University needed to be strengthened through assessment, strategic planning, and enhanced accountability. Assessment was needed to document the status of diversity across a number of dimensions. Strategic planning was needed to give voice, shape, and coherence to university-wide efforts. Enhanced accountability was needed to re-invigorate the intention to make measurable

progress and to use whatever is learned about diversity efforts during a reporting cycle in a feedback loop for continuous improvement.

The efforts at assessment, strategic planning, and enhanced accountability were led by the President's Commission on Multicultural Affairs (PCMA). The PCMA is the university's senior-most advisory group on the matters of diversity, multiculturalism, and inclusion and it is made up of representatives from across the campus.¹ In the fall of 2002, the university-wide assessment of diversity was conducted across dimensions which included for example, leadership for diversity; the status of diversity in college and departmental mission statements; faculty, staff, and student demographics; the presence and frequency of diversity items in Faculty Senate minutes; and feedback about diversity contained in recent accreditation reports.

The results of this assessment were formally presented at the First Annual Diversity Summit in April, 2003. At the Summit also, extensive feedback from over 300 people was collected for the development of the first university strategic plan for diversity. By February, 2004, that feedback had been summarized and crafted into a plan with seven dimensions of diversity and numerous action items associated with each dimension. Most importantly, that plan reflected what the core diversity proponents on campus wanted to see happen in diversity and their suggestions for the way forward.

In order to establish a baseline, the PCMA asked all university academic units to report to the newly-minted strategic plan for diversity. A template for reporting was created that aligned with the strategic plan for diversity and the first attempt to measure our status more formally was undertaken. This was a massive effort that operationalized a new reporting process and helped everyone start thinking about where they were with their diversity efforts. These reports were reviewed by PCMA members who gave extensive feedback. The results of these reviews were discussed with the administrative councils in the colleges throughout 2005 to help inform their future work.

THE YEARS OF HEAVY LIFTING

Then came the years of getting the work of diversity done in accordance with our definition of diversity and the strategic plan for diversity. While each university unit was given the latitude to use its own definition of diversity, the definition of diversity used in the Office of Diversity has been as follows:

"In defining diversity, the Office of Diversity takes both a targeted and a broad view. In its core activities, the Office of Diversity targets the issues of historically under-represented American minorities and women. The long and grave histories of racism and discrimination affecting these groups, the continuing present-day inequities, the demands of employers for graduates from these groups, and the accelerating pace of demographic changes provide compelling legal, moral, and self-interested rationales for sustaining efforts aimed at these groups.

At the same time, the Office of Diversity appreciates the broadest spectrum of human diversity and the need for the university to be fully inclusive. Much recent

¹ The reader is referred to Appendix II for the current members of the PCMA

empirical evidence indicates that the overall quality of the education an institution provides depends, in part, on this broad-scale inclusivity.

In the first five years, our work was driven by the seven dimensions of the first strategic plan. In the next five years, our work has been driven by the same seven dimensions and by three additional ones which have emerged as separate dimensions worth pursuing in their own right. Taken altogether, the dimensions of the current strategic plan for diversity are: (1) leadership, planning, and accountability for institutional diversity; (2) the recruitment and retention of historically under-represented students; (3) the recruitment and retention of historically under-represented faculty and staff; (4) multicultural curriculum transformation; (5) diversity partnerships in higher education; (6) fundraising for diversity; (7) enhancing the community, climate, and centrality of diversity; (8) faculty-staff scholarship on diversity topics; (9) awards/honors received for diversity excellence; and (10) multicultural alumni engagement.

THE RESULTS

In the sections that follow, the results of our work over the last decade are presented. For ease of explication, the format in each section starts with a statement of the dimension of diversity being addressed, followed by a brief description of that dimension, performance indicators, a summary of findings, a presentation of evidence, and a presentation of recommendations. The findings are presented before the evidence and recommendations to make it easy for the busy reader to scan the report and learn more than what is presented in the executive summary alone. However, whether one only reads the executive summary, scans the report, or reads the report in its entirety, our hope is that you will see clearly how earnestly we have been working to advance diversity at Kansas State University.

Dimension I. Leadership, Planning, and Accountability for Institutional Diversity

DESCRIPTION

Dimension I describes the infrastructure the unit has in place to lead, plan, coordinate, and measure efforts to promote diversity.

PERFORMANCE INDICATORS

Performance indicators include the documentation of specific behaviors exhibited by administrators that constitute leadership for diversity, the functioning of Diversity Point People, the existence and activities of diversity committees, and the status of strategic planning for diversity.

SUMMARY OF FINDINGS

At Kansas State University, the general campus culture views leadership for diversity as everyone's responsibility, as is the creation of a peaceful and harmonious learning community for all. Within that culture, there is strong senior leadership for diversity and a robust infrastructure for the promotion of diversity consisting of deans, Diversity Point People, diversity committees, program directors, and many others. There is substantial and long-term strategic planning for diversity at the university and college levels. Measures of accountability have been established for the various dimensions of campus diversity promotion and a university-wide process for biennial reporting occurs routinely.

EVIDENCE

General Campus Philosophies That Support Diversity

- Kansas State University believes in the Principles of Community. These principles have been vetted with university decision-makers and copies of the principles can be found in most offices on campus. The principles were re-visited two years ago to ensure that proper wording related to sexual orientation was included and other needed updates were made. The reader is referred to Appendix III for the K-State Principles of Community.
- Kansas State University believes in promoting a peaceful and harmonious campus environment. The embodiment of this thinking is contained in the Campaign for Nonviolence. Posters of the 64 Acts of Nonviolence can be found in most buildings. The reader is referred to Appendix IV for the 64 Acts of Nonviolence.
- Kansas State University believes diversity is everyone's responsibility, that everyone is expected to contribute to a collegial and family-like atmosphere, and that specialized units dedicated to diversity exist to provide leadership and sustained effort over time, but that such units are to be supported broadly across campus.

Leadership for Diversity

- The Office of the President supports multicultural groups and campus programs, assures that diversity is included in all university strategic planning documents, includes diverse presenters in the university's most elite lecture series, hosts multicultural guests, and supports the Commerce Bank Presidential Awards for Diversity. The President meets with the President's Commission on Multicultural Affairs and with multicultural faculty, staff, and students. In addition, the President attends and speaks at campus diversity programs and plays a pivotal role in diversity fundraising and the diversification of the university's senior administrative ranks. The current President has appointed five females to senior administrative posts, including the university's first female provost.
- The Office of the Provost and Senior Vice President provides funding for the Outstanding Unit or Department Award for Diversity, campus diversity programs, the Tilford Group and the state-wide Tilford Conference on Diversity and Multiculturalism. In conjunction with the President, the Provost assures that diversity is included in all university strategic planning documents and in performance agreements with the Kansas Board of Regents. Diverse presenters and topics are included in the Provost's Lecture Series, Dean's retreats, and department heads meetings. The Provost meets with multicultural faculty, staff, and students; attends and speaks at campus diversity programs; and plays a pivotal role in diversity fundraising and the diversification of the university's administrative ranks.
- The Office of Diversity reports to the Provost and Senior Vice President and is charged with the day-to-day responsibility of leading and coordinating all university activities to enhance diversity. The Office has had consistent and strong leadership over the last 10 years. The Associate Provost meets regularly with the Provost and the President to keep them informed about campus diversity matters and to insure that office activities are in alignment with institutional goals. The Associate Provost chairs the President's Commission on Multicultural Affairs, the selection committee for the Commerce Bank Presidential Awards for Diversity, and the selection committee for the Outstanding Unit or Department Award for Diversity. To advance diversity, the Associate Provost meets regularly with deans, Diversity Point People, the leadership of multicultural faculty and staff groups, college diversity committees, advisory boards, administrative councils, KSU Foundation personnel, Alumni Association personnel, students, faculty, staff, department heads, community leaders, government officials, leaders of national organizations, multicultural alumni, and corporate executives and recruiters. The Associate Provost leads the development of the university's Strategic Plan for Diversity, the reporting function on the plan, and the generation of reports by Planning and Analysis to track the demographic changes in faculty, staff, and students.

The Office of Diversity works closely with Affirmative Action and the leadership of campus programs related to the recruitment and retention of multicultural students. The Office provides financial support for campus diversity programs and events, for multicultural faculty and staff, for multicultural students, and for multicultural alumni events. The Office leads and sponsors annual campus-wide events such as MLK Observance Week and the Diversity Summit. The Office supports the Tilford Group

and helps to plan the state-wide Tilford Conference. The Office works directly with the leaders and advisors of 26 multicultural student organizations, including the Multicultural Student Organizations Leadership Council and the National Pan-Hellenic Council.² The Office of Diversity and its multicultural student organizations generate a continuous stream of diversity programs and events to enhance the multiculturalism of the K-State learning environment.

The Associate Provost leads and coordinates diversity fundraising efforts, implements and/or oversees the implementation of cross-college multicultural student recruitment and retention programs under the auspice of Project IMPACT, and prepares and submits comprehensive project and evaluation reports related to the same. The Associate Provost contributes to the development of the diversity indicator for the university performance agreement with the Kansas Board of Regents. The Associate Provost is a visible and vocal champion for the advancement of diversity at K-State and throughout the Big XII as the inaugural president of the Big XII Chapter of Diversity Officers in Higher Education.

- The Deans of our colleges are strong leaders for diversity. They set the stage for diversity efforts in their respective colleges, across the campus, and through their many external networks. They work closely with specialized diversity units and demonstrate a deep personal commitment to diversity and inclusiveness. Language in a recent PCMA report describes the dean of that college as *"...a devoted leader and supporter of diversity for a very long time...our dean strives to promote an inclusive environment characterized by trust and respect..."*

The dean's role in the promotion of diversity is complex and multifaceted. Sixteen (16) aspects of this role at K-State have been identified through PCMA reporting and documented in Appendix VI. It should be noted that some deans are more active and visible than others, and of course, not all deans are exhibiting all 16 behaviors. It is also noteworthy that the university is in the midst of a large turnover in deans. As a group, however, K-State deans have been very engaged in and supportive of campus diversity efforts.

- Finance and Administration units – Facilities, Human Resources, and Public Safety – state a commitment to creating a workplace that values diversity, that affirms the inherent dignity of all employees, and that makes diversity a core value in the employee population. Facilities has a special events coordinator who keeps abreast of university diversity events as educational opportunities for staff. In addition, Facilities goes far beyond expectations to provide logistical support for campus-wide diversity events. Human Resources works closely with Affirmative Action to ensure diverse pools of applicants and prides itself on practicing what it preaches. That is, every management position from the Director level down to unit supervisors is female and includes protected group members. The Vice-President for Finance and Administration is a very strong supporter of diversity and is consistently open and helpful with regard to various diversity matters.

² Appendix V contains a list of the multicultural student organizations affiliated with the Office of Diversity.

- Student Life utilizes a de-centralized approach to leadership for diversity, where each department goes about structuring its work in diversity in its own way. For example, Housing and Dining has two (2) full-time staff and student multicultural assistants working on the promotion of diversity. It also has a diversity committee to address the needs of all residential life students in the area of diversity, to provide assistance to ethnically diverse students, and to provide or communicate education and programming opportunities. The Office of Student Activities and the Student Government Association (SGA) provide \$14,000 in annual funding for heritage month activities implemented by the Black Student Union, the Hispanic American Leadership Organization, the Asian American Student Union, and the Native American Student Union. SGA also has a standing Multicultural Affairs Director on the cabinet of the student body president. The Diversity Programs Committee of the Student Government Association provides \$100,000 annually to recognized student groups for diversity awareness and education programs. SGA also provides \$320,000 in Education Opportunity Funding to various campus entities for the promotion of diversity.
- The directors of Multicultural Programs and Services, TRIO programs, BESITOS, the Multicultural Engineering Program, Project Pathways, Bridges to the Future, Developing Scholars, Pilots and other very important campus programs and offices are valued and often award-winning leaders of campus diversity efforts.
- The Faculty Senate enacted a Diversity Learning Outcome.

Diversity Point People

- Through a collaborative effort with the Associate Provost for Diversity, the Provost, and Deans, all colleges have a Diversity Point Person appointed at the dean's level.
- The titles of Diversity Point People include: Assistant Dean and Director, Associate Dean, Associate Dean for Academics and Administration, Associate Dean for Academic Affairs, Assistant Dean of Academics, and Associate Dean for Admissions and Diversity Programs.
- The role of Diversity Point People (DPP's) is multi-faceted, as indicated in the job description contained in Appendix VII. In actual practice, twenty-five (25) aspects of the role have been identified and documented in Appendix VIII. Some DPP's are able to engage in more aspects of the role than others depending on the sizes of their colleges, the amount of time they have in the position to devote to these tasks, and the level of support they receive from their deans. Two of the most important aspects of their role are to assist with the faculty and staff hiring process and with the recruitment and retention of multicultural students.
- Diversity Point People meet regularly with the Associate Provost for Diversity.
- A current list of Diversity Point People can be found in Appendix IX.

Strategic Planning for Diversity

- In the last decade, diversity has consistently been part of all university planning documents. The University's new goals for 2025 include diversity as a common element. The reader is referred to Appendix X to see how diversity is positioned within Vision 2025 thus far.
- There is a University Strategic Plan for Diversity entitled, "*Adding Value to Tomorrow's World*." The University Strategic Plan for Diversity is in its second iteration and covers the period 2008-2013. The University's Strategic Plan for Diversity is built around seven formal themes and can be found in appendix XI. In the last several years, three additional dimensions have emerged which address scholarship on diversity topics, awards for diversity excellence, and multicultural alumni engagement. In the development of the next five-year strategic plan, these three dimensions and their action items will be formally included.
- Seven (7) colleges have a strategic plan for diversity. Some colleges have imbedded their strategic plans for diversity in their college plans, while other colleges have stand-alone plans. In most instances, college plans for diversity have been aligned with the University Strategic Plan for Diversity.
- All strategic plans for diversity are updated and revised periodically. At present, all strategic planning for diversity will have to be revised to conform to the new formats introduced by Vision 2025.
- In January 2012, the President's Commission on Multicultural Affairs held a day-long retreat to discuss bold institutional goals for diversity in 2025. When finalized, these goals will provide guidance for strategic planning at the college and unit levels as all goals are revised to conform to Vision 2025.

Diversity Committees

- The university has eight (8) functioning diversity committees.
- Names of diversity committees include: Diversity and Internationalization (DiveIn) Committee; LINC – Library Inclusiveness Committee; Multicultural Connection Committee, and most often, the name of the unit preceding the words, diversity committee.
- The size of diversity committees ranges from 4 to 13, with an average size of 8-9.
- Almost all of the diversity committees have broad departmental representation and several committees include students.
- In at least two instances, the diversity committee has been made a standing college committee.

- Seventeen (17) spheres of activity for diversity committees have been identified and documented in Appendix XII.

RECOMMENDATIONS

- Steps need to be taken to insure that new deans will support and advance the diversity initiatives in their colleges. It is very important that advancements occurring over the last decade are not lost with the introduction of new deans.



President Schulz (middle) hosts the presidents of multicultural student organizations in his home.

Dimension II. Recruitment and Retention of Historically Under-represented Students

DESCRIPTION

Dimension II addresses activities and programs aimed at enhancing the recruitment and retention of students from historically under-represented groups. These domestic groups include: African Americans, Asian Americans, Hispanic Americans, Hawaiian/Pacific Islanders, Native Americans, and Multiracial persons.

PERFORMANCE INDICATORS

Performance indicators include recruitment activities/programs, retention activities/programs, a review/analysis of longitudinal data on student enrollments broken down by race/ethnicity, and an analysis of multicultural student retention data.

SUMMARY OF FINDINGS: RECRUITMENT

At Kansas State University, there are more joint efforts than ever before to recruit multicultural students and collectively, these efforts are yielding record numbers of students from historically under-represented groups each year. From 2002 to 2011, the enrollment of historically under-represented students has soared 85.8% to 3,218. Recruitment events are being taken to multicultural communities across the state. Recruitment efforts are reaching beyond Kansas, both nationally and internationally. Moreover, recruitment efforts are taking advantage of online and satellite opportunities. Admissions representatives are more diverse than ever before. Project IMPACT, the Kauffman Scholars, and other diversity initiatives are bringing more pre-college students to campus for hands-on recruitment events and summer experience programs. Many campus units are providing recruitment materials in Spanish. More scholarship initiatives for diverse students are being implemented. These efforts are putting K-State on a trajectory to become, “the university of choice” in Kansas for multicultural students.



High school students file in for a Project IMPACT College for a Day Institute.

EVIDENCE: RECRUITMENT

- The number of multicultural students has increased 85.8% from 2002 to 2011. Hispanics are the largest multicultural group having grown by 123%. Multiracial persons are a fast-growing group with an increase of 255%. African Americans increased by 51% over the same period, and Asian Americans increased by 26%. The number of Native American students has decreased by 17.5% and White students have decreased by 5.3%.

KSU Student Enrollment by Race/Ethnicity/Culture 2002 Compared to 2011 University Totals ¹						
	2002	2011	% Change 2002-2011	% of KSU	% of KS ²	% US ²
Asian Am	289	364	26.0	1.5	2.2	5.0
Black	656	990	50.9	4.1	5.9	13.0
Hawaiian/ Pacific		38 ³		0.2	0.06	0.2
Hisp/Mex Am	534	1,191	123.0	5.0	9.3	16.0
Native Am	120	99	-17.5	0.4	0.9	0.9
Multi-Racial	151	536	255.0	2.2	1.7	3.0
Total Multicultural	1,750	3,218	85.8			
White	19,444	18,420	-5.3	77.2	79.9	72.0
International	1,104	1,857	68.2	7.8		
Total University	22,762	23,863	4.8	100.0	99.96	94.1 ⁴

¹Source: The University Registrar's 20th Day Counts, Kansas State University
²U.S. Census Bureau, 2010
³The University was not tracking this category in 2002
⁴Rounding error, Hispanic or Latino Origin and Race, and 6% classified as "some other race: alone (U.S. Census Bureau, 2010)



Hispanic American students attend their Welcome Back.

- Many collaborating groups from across campus compile data and share recruitment materials for better distribution and for better tracking of efforts campus-wide (e.g.: the Collaborative for Outreach, Recruitment, and Engagement in Science, Technology, Engineering, and Mathematics (CORES) connects many multicultural initiatives to each

other e.g. Pathways to Public Health, Bridges to the Future, Developing Scholars Program, McNair Scholars Program, Girls Researching Our World (GROW), EXploring sClence, Technology and Engineering (EXCITE!), and Project IMPACT Multicultural Academic Program Success), to name a few.

- Admissions representatives are the most diverse ever. Annually, they receive training from the Associate Provost for Diversity that is evaluated very positively. There is a new multicultural student recruitment brochure and video.
- In the Office of Admissions, there is a coordinator of Hispanic student recruitment who is a native Spanish speaker, a coordinator of African American student recruitment, and a group of Multicultural Ambassadors who support recruitment efforts.
- In the Office of Diversity, there is a Director of Multicultural Programs and Services who is a native Spanish speaker and who comes from the southwest corner of Kansas where Hispanic students are growing in number rapidly.
- Admissions materials are available in Spanish. Other offices and programs are also producing bilingual materials (Agriculture and the BCI, Arts & Sciences, Business, Education, Human Ecology, Veterinary Medicine, etc.).
- Student Life has identified personnel across campus who can serve as translators and a welcoming voice to people who speak other languages.



Asian American students at the end of year Awards Ball.

- Project IMPACT, Kauffman Scholars, Upward Bound, Bridges to the Future, GROW, EXCITE!, SUROP, Research Experience for Undergraduates and other programs provide summer programs and introductions to a multitude of majors in many colleges. Events such as College-for-a-Day Institutes, Multicultural Pride Days, the Encuentro, the Black Student Union Leadership Conference, K-State Celebrates, Senior Days, and All-University Open House bring record numbers of students to K-State recruitment activities.

- Admissions representatives and college representatives are taking their materials to the public schools and distributing not only their own materials, but those of other programs, too (e.g.: Architecture's use of NOMAS students as peer recruiters, Human Ecology initiatives such as Bridges, Agriculture's Diversity Programs Office collaboration with Research and Extension initiatives, Engineering's WESP, Office of Diversity Project IMPACT MAPS, and the Veterinary Medicine's recruitment efforts with historically Black and Hispanic-serving institutions).
- The existence of undergraduate research opportunities is a recruiting tool (e.g.: McNair Scholars, Developing Scholars, Summer Undergraduate Research Opportunity Program (SUROP), REUs, Kauffman Scholars, Project IMPACT MAPS, Excite!, GROW, and CSI).
- To support the growing number of first generation and multicultural students, new scholarship initiatives are being formed in all of the colleges. The Office of Diversity has brought many new scholarships in Business, Agriculture, and Engineering through Project IMPACT. Engineering has been very successful in raising scholarship money for first-generation college students. The Developing Scholars Program has partnered with the Franklin-Edgerly Urban Scholarship Fund.
- The core multicultural student organizations for African Americans, Asian Americans, Hispanic Americans, and Native Americans routinely support all Office of Admissions and Office of Diversity recruiting programs such as, Multicultural Pride Day, College for a Day Institutes, the Encuentro, etc.



- The university's campus in Salina is beginning to work more closely with the main campus on recruitment initiatives.
- Online programs are expanding degree-granting opportunities to students who do not wish to leave their home communities. The Division of Continuing Education and the Office of Diversity have partnered to offer the first scholarships to distance multicultural learners.

RECOMMENDATIONS: RECRUITMENT

- More scholarship funds are needed and we need to continue to work collaboratively across campus to provide the best financial packages possible for the most students.
- A diversity fundraiser is needed in the Foundation.
- More opportunities are needed to reach younger groups of students, perhaps using distance education along with traveling institutes and summer bridge programs.
- The university needs more ability to reach the families of multicultural students and get the K-State family image out to them.

SUMMARY OF FINDINGS: RETENTION/GRADUATION

The trend at Kansas State University is for White student retention to outpace that of multicultural students. Looking at the average freshman to sophomore retention rates over the last nine years, the highest average rate is for White students at 81%. All the multicultural student groups follow with Asians at 74%, Hispanics at 73.6%, Multiracial persons at 73.2%, Hawaiian/Pacific Islanders at 70%, Native Americans at 66%, and African Americans at 65.4%.

Though the data does fluctuate from year to year, the 2010 data are showing some very positive gains in the one-year retention rate. The figure for Asians was 86.1% and for Multiracial persons 83.5%, both of which exceed the White student figure of 83.2%. Hispanics capped off the sixth straight year of increases at 77.7% and Native Americans capped off four years of steady gains at 73.3%. Among the multicultural groups, Black students are the most vulnerable to attrition and Hawaiian/Pacific Islanders may be as well. Given the rapid growth in multicultural student enrollments, the university is encouraged by these results. However, we are well aware of the need to improve freshman to sophomore retention rates among multicultural students.

A broad array of programs and support services exist to help diverse students, as well as an abundance of opportunities for service and leadership development. New corporate funded programs like Project IMPACT are bringing many new resources to retention and their eventual impact on graduation rates will be known in the years to come. However, current data show that multicultural students who are part of various programs are retained at a very high level. It is the students who are not connected to these programs who are more often lost.

Six-year graduation rates are improving. Comparing the 2005 cohort to the 2002 cohort, rates for Native Americans have improved 12%, for Blacks, 3%, and for Hispanics, 2 %. Moreover, the 2005 six-year graduation rate for Native Americans and Hispanic students exceeded the national average for 4 year public institutions. Six-year graduation rates for African Americans are fluctuating and improving, but still falling over 13 points below the national average. The six-year graduation rate for Asian students is also fluctuating and improving, but falling approximately 20 points below the national average.

A new vice-provost for undergraduate academic affairs will be hired in the next year. This person will add value to the retention effort university-wide.

EVIDENCE

FRESHMAN/SOPHMORE RETENTION RATES KANSAS STATE UNIVERSITY 2002-2010										
	2002	2003	2004	2005	2006	2007	2008	2009	2010	MEANS
American In	50.00	64.29	83.33	81.82	66.67	38.10	70.83	65.22	73.33	65.95
Asian	78.38	75.51	73.81	57.78	72.73	67.44	73.53	80.56	86.11	73.98
Black	72.92	63.16	65.38	68.70	72.73	60.32	57.34	65.97	61.71	65.36
Hawaiian	-	-	-	-	-	-	100.00	60.00	50.00	70.00
Hispanic	81.33	74.67	66.67	77.14	74.07	69.23	73.13	68.22	77.65	73.57
Multiracial	-	-	-	-	-	-	61.70	74.24	83.54	73.16
White	79.95	81.61	82.11	79.86	79.84	79.37	80.43	83.24	83.16	81.06

- The average freshman to sophomore retention rate over years 2002 to 2010 is 81% for White students, 74% for Asians, 73.6% for Hispanics, 73.2% for Multiracial persons, 66% for Native Americans, and 65.4% for African Americans.
- The most recent retention data is for the 2010 cohort. It shows signs of definite improvement with Asians and Multiracial persons outpacing Whites.

SIX-YEAR GRADUATION RATES KANSAS STATE UNIVERSITY 2002-2005						
	2002	2003	2004	2005	2002-2005 Mean	Mean All 4-year Publics
American In	33.33	28.57	45.83	45.45	38.30	35.8
Asian	40.54	42.86	57.14	40.00	45.14	64.9
Black	18.75	31.58	32.69	21.74	26.19	39.6
Hawaiian	-	-	-	-	-	-
Hispanic	46.67	38.67	41.94	48.57	43.96	46.9
Multiracial	-	-	-	-	-	-
White	59.94	61.37	61.80	57.96	60.27	57.9

- Six-year graduation rates are improving. Comparing the rate for the 2005 cohort to the rate for the 2002 cohort shows growth of 12% for Native Americans, 3% for Blacks, and 2% for Hispanics.
- For the 2005 cohort, the six-year graduation rate for Native Americans and Hispanics exceeded the national average for all four-year publics.

- From 2002 to 2004, Asians had been increasing steadily before experiencing a decrease in 2005.
- African American graduation rates are the most challenging, but have been improving, sometimes dramatically, then just modestly.
- There is still much work to be done on six-year graduation rates for multicultural students which are in some cases 13 to 20 points below the national averages and none of which approximate the graduation rate of 58% for White students.

Retention/Graduation Rates ¹ Selected Academic Support Programs		
Program	Description	Retention/ Graduation Rate
1. BESITOS	Bilingual teacher preparation	81%
2. Bridges to the Future	Preparation of multicultural transfer students for careers in biomedical and health sciences	94%
3. Developing Scholars	Multicultural under-graduate student research program	81%
4. Diverse Success	Electronic retention and mentoring program for students on academic warning	91%
5. Educational Support Services	TRIO Program – tutoring, study skills, etc.	83%
6. McNair Scholars	TRIO Program – undergraduate research program	98%
7. Pilots	First-year retention program for students with ACT <18	71%
8. Project IMPACT	Summer bridge program, scholarships, retention resources, etc.	94%
¹ These rates reflect the combination of students who have graduated and those who are persisting.		

- Academic success programs targeting multicultural students produce combined persistence/graduation rates from 71% to 98%.
- Student Life, the Office of Diversity, Diversity Point People, Student Financial Aid, and other campus units intervene regularly in multicultural student problems.
- Tutoring is accessible in residence halls, tutoring centers, college offices, and through multicultural student organization programs. There are walk-in sessions, group and

individual semester-long sessions, study groups, and bilingual sessions, as requested. Adaptive technology assistance is also available. More tutoring and study halls are being implemented.

- Work opportunities, awards and scholarships are provided to help make college more affordable.



Vice President Pat Bosco is aggressively pursuing opportunities to provide more support to students.

- Collaborative efforts among programs and campus offices are providing a greater safety net for multicultural students.
- Academic intervention programs, like Diverse Success, target multicultural students who are on academic warning.
- There are counseling, advising, and career and employment services available.
- There is a University Experience course for first-year students.
- There are learning communities and a Multicultural Resource Center in the Residence Halls.
- Through Project IMPACT, the College of Agriculture and the College of Business have Diversity Faculty Fellows to help address the needs of multicultural students in those colleges.
- Award-winning multicultural student organizations provide opportunities for service and leadership development. Many of these organizations run their own study halls and provide tutoring. The Black Student Union has a Freshman Action Team that pairs incoming students with upper-class mentors. The number of multicultural student organizations is increasing to support the needs and interests of multicultural students.

- We are working intentionally to enhance and maintain a welcoming and affirming campus climate for diversity.
- Programs and events sponsored and co-sponsored by the Office of Diversity and other campus units appeal to the social life needs and cultural education of multicultural and all students.
- Multicultural faculty/staff organizations (Alianza, Asian Faculty Alliance, and Black Faculty/Staff Alliance), the Office of Diversity, and some Office of Diversity student groups provide scholarships.
- K-State's HERO and K-State PROUD awards have provided assistance for some multicultural students.
- The Academic Assistance Center, Academic Transition Program, PILOTS, and Educational Supportive Services within the Division of Student Life are collaborating with the Colleges of Arts and Sciences, Business, Education, and Human Ecology to provide assistance to multicultural students on academic warning.
- The Academic Assistance Center, Academic Transition Program, PILOTS, Career and Employment Services, Housing and Dining are examples of units working together to assist students in career exploration and strategic study management.
- The Office of the Provost has student awards for excellence in enhancing diversity and for excellence in undergraduate research.
- Greek societies, Recreational Services, and the Office of Student Activities and Services are examples of offices that provide activities geared to attract diverse student populations.
- The Office of Diversity maintains Black and Latin fraternities and sororities as part of 26 multicultural student organizations it supports directly. The Office of Diversity maintains the Multicultural Student Organizations office in the K-State Union and the Student Government Association funds a graduate assistant to provide support to these groups.
- The College of Veterinary Medicine provides faculty mentors for each multicultural veterinary student.
- Disability Support Services (DSS) provides academic accommodations for 526 students.
- The LGBT Resource Center in Student Life serves students with diverse sexual orientations and gender identities. It is dedicated "to helping LGBT students, faculty, and staff ... be more secure, educated, and productive in their personal and professional surroundings."
- Kansas State University has ranked as a top military friendly institution for soldiers and their families for a fifth consecutive year. In 2010-2011, approximately 2000 military-

related students enrolled in K-State courses. The university maintains an office of veteran's affairs on the base and at the university. A veteran's liaison in the President's office is active with the nearby army base of Ft. Riley. The Army portal, GoArmyEd, connects with K-State's enrollment system and a military adviser is available to military students.

RECOMMENDATIONS

- Continue collaborative efforts across campus to reach out to under-represented students to further improve retention rates.
- Continue collaborative efforts with the city of Manhattan community to provide activities such as Community Cultural Harmony Week, Juneteenth Celebration, and the Dr. Martin Luther King, Jr. Observance Week.
- Continue collaborative efforts to recruit and retain historically under-represented students at K-State.



A biology faculty mentor watches as a student performs a biomedical procedure as part of her work in the Bridges to the Future program.



Dr. Dawne Martin, Assistant Dean for Diversity in the College of Business, and Project IMPACT MAPs students at the BioFuels Poster Session.



Provost April Mason (r) discusses research with a student at the Developing Scholars Research Poster Session.

Dimension III. Recruitment and Retention of Historically Under-represented Faculty and Staff

DESCRIPTION

Dimension III describes the strategies and outcomes associated with increasing the diversity of faculty and staff, as well as activities related to the retention of female faculty and staff and those from historically under-represented groups.

PERFORMANCE INDICATORS

Performance indicators include recruitment activities, retention activities, a review/analysis of longitudinal data on faculty and staff employment broken down by gender and race/ethnicity, and a review of promotion and tenure data.

SUMMARY OF FINDINGS: FACULTY RECRUITMENT

With the efforts of Diversity Point People and greater understanding and utilization of best practices, progress has been made on diversifying the faculty. From 2002 to 2011, Black faculty increased by 41%, Hispanic faculty increased by 61%, and Native American faculty increased by 60%. In addition, the University is now tracking the categories of Multiracial persons and Hawaiian/Pacific Islanders when it was not possible to identify as such in 2002.

The actual numbers in 2011 were 31 Black faculty, 37 Hispanic faculty, 9 Multiracial faculty, 8 Native American faculty, and 1 Hawaiian/Pacific Islander. At a total of 86, historically under-represented faculty comprised 6.5 % of the K-State faculty in 2011 compared to 4.1% in 2002. Despite progress of 2.4%, the institution is not where it wants to be in this dimension of campus diversity promotion.

Better progress has been made in increasing the gender diversity of faculty. From 2002 to 2011, female faculty have increased 42.2%, from 341 to 485 persons. In 2011, women comprised 36.6% of the K-State faculty compared to 27.7% in 2002. While this gain of approximately 9% represents definite movement in a positive direction, the institution recognizes the need to achieve more in this category.

A snapshot of promotion and tenure data from 2010 shows very few historically under-represented faculty going up for promotion and tenure. These data also show men and women were not being promoted and tenured at the same rate. A closer look at these data overtime will indicate whether or not the male-female difference in the promotion and tenure rate observed in 2010 is anything more than a normal fluctuation.

A human resources consultant will be visiting campus to determine how all aspects of the faculty search process can be improved.

EVIDENCE: FACULTY RECRUITMENT

Full-Time Faculty by Race/Ethnicity and Gender 2002 Compared to 2011 University Totals				
	2002	2011	% Change	% KSU Faculty
African American	22	31	40.91	2.34
Asian	121	161	33.06	12.13
Hawaiian/ Pacific Islander	0	1	100	
Hispanic	23	37	60.87	2.79
Multiracial	0	9	100.00	.68
Native American	5	8	60.00	.60
White	1,058	1,066	0.76	80.33
Other	4	14	250.00	1.06
Males	892	842	-5.61	63.45
Females	341	485	42.23	36.55
Total	1,233	1,324	7.62	100

- Diversity Point People in the colleges have been working very closely with the search process at every stage, largely to insure a representative, proactive process carried out on a playing field free of cognitive errors. Their diligent efforts have contributed to the gains that have been made in faculty diversification. Diversity Point People have been trained on best practices by the Associate Provost for Diversity, and they have sought out current information on this topic on their own.
- Routinely, position announcements are sent to Morrill Act Land Grant Colleges and Universities, Historically Black Colleges and Universities, and Native American Tribal Colleges.
- Web searches of Ph.D. programs are conducted to identify persons of color and females. Peer departments at other colleges and universities are contacted for the names of potential applicants, after which their credentials are documented for search committees and appropriate persons are invited to apply.
- Position announcements are placed in discipline-specific journals and websites, in the *Chronicle of Higher Education*, and in print and electronic media outlets that target diverse populations.
- The College of Business has formed a partnership with the Ph.D. Project to help in its efforts to further diversify the faculty.
- Position announcements have been provided to Ph.D. programs with substantial enrollments of under-represented students.

- Membership directories of professional organizations are used to identify multicultural members and recent graduates. Appropriate persons are invited to apply for positions.
- Position announcements have been distributed personally and via list serves for the National Association of State Universities and Land Grant Colleges' regional and national conferences and through professional societies.
- Persons in professional networks who were known to fit the profile for open positions have been invited to apply.
- University personnel have attended college and university career fairs and conducted day-long recruiting visits to institutions that did not hold career fairs.
- The Recruiting to Expand Applicant Pools initiative funds were used to travel to professional meetings, universities, and industries to meet potential candidates for faculty positions.
- At the request of the Provost in 2005, there was a major revision of the faculty search process developed by the Director of Affirmative Action, the senior-most Dean, and the Associate Provost for Diversity. In reviewing the status of the search process, the team identified the need for greater guidance for search committees and use of best practices in trying to diversify the faculty. The revised process addressed these needs and part of it called for deans to be more actively involved in charging search committees and explaining the importance of diversifying the faculty. The revised process was presented at a Dean's Council meeting where several deans in the largest colleges felt they would not have time to meet routinely with search committees. The process was not formally adopted, but deans in the colleges that had Diversity Point People at that time continued to empower their Diversity Point People to work closely with all steps of the search process. In the succeeding years, Diversity Point People were appointed in other colleges to work on all aspects of diversity in their colleges, including the provision of support to the search process.
- In the fall of 2010, the current Provost and the Chief of Staff for the President asked the Director of Affirmative Action, the Assistant Vice President of Human Resources, and the Associate Provost for Diversity to develop search committee training. In reviewing the current status of the search process, the planning group noted that searches needed a better understanding of compliance with federal laws, that they could do more to incorporate best practices related to diversifying the faculty, and that there was variability in the ability of DPP's to carry out their role across the units. The planning group felt it needed to update the process in a way that addressed these shortcomings and then, train search committee chairs and committee members on a greatly improved process.

In the spring of 2011, the training was developed and delivered to 341 people with 269 or 72.8% of them providing formal evaluation of the training. An average of 94% agreed or strongly agreed that the content of the training program was extremely valuable, detailed enough, current/relevant and cohesive and logical. An average of 89% agreed or strongly

agreed that the trainers were knowledgeable, had good presentation skills, encouraged participation/questions, and addressed the level and needs of participants. An average of 91% either agreed or strongly agreed that the training materials were excellent, followed training content, and were valuable for reference. An average of 89% either agreed or strongly agreed that the training program had clear goals, met its goals, was well-organized, and was excellent.

The delivery of this training represented a leap forward in working on the university's search process. However, the Faculty Senate leadership and some other faculty members complained that they had not reviewed or agreed to the revised process before it was rolled out. No rules or regulations were broken in developing a revised process; nevertheless, the Provost was very sensitive and responsive to the reactions of Faculty Senate and others.

In the fall of 2011, the Provost asked the IDEA Center on campus to hold focus groups across campus on what is working and what is not working in faculty searches. In January 2012, a report based on the feedback of 102 people was released. In February 2012, changes were made to the search process and to the role of Diversity Point People in the search process.

A human resources consultant will come to campus to evaluate our needs.

SUMMARY OF FINDINGS: STAFF RECRUITMENT

From 2002 to 2011, total multicultural staff increased from 352 to 442 or 25.6%. A more detailed examination of the numbers indicates that Asians increased by approximately 46% and Hispanics increased by 43.7%. In addition, the University is now tracking the categories of Multiracial persons and Hawaiian/Pacific Islanders when the ability to do so did not exist in 2002. Over the same time period, African American staff decreased approximately 12% and Native American staff decreased approximately 44%.

In 2011, multicultural persons comprised 15.8% of K-State staff compared to 13.9% of K-State staff in 2002. While the University is encouraged to see some growth in multicultural staff, 2% over 10 years is not where we want to be in this dimension of campus diversity promotion. The net loss of 29 Black and Native American staff over this time period is very damaging to our overall effort to increase staff diversity. However, positive developments include Hispanic administrators being appointed to interim positions as Director of Affirmative Action and Associate Provost for International Programs.

From 2002 to 2011, total women staff increased 12.6%. Women were the majority of staff in 2002 and they now comprise 58.5% of the total staff. During this period, six senior level female appointments have occurred. White females hold the positions of Provost and Senior Vice President, the newly-created position of Senior Vice-Provost, the President's Chief of Staff, University Counsel, and Dean of University Libraries. A Black female holds the position of Faculty Athletic Representative.

EVIDENCE: STAFF RECRUITMENT

Full-Time Staff by Race/Ethnicity and Gender 2002 Compared to 2011 University Totals				
	2002	2011	% Change	% KSU Staff
African American	114	100	-12.28%	3.6
Asian	133	194	45.86%	6.9
Hawaiian/ Pacific Islander	0	1	100.00%	--
Hispanic	71	102	43.66%	3.7
Multiracial	0	26	100.00%	.9
Native American	34	19	-44.12%	.7
White	2,186	2,337	6.91	83.5
Other	3	19	533.33%	.7
Males	1,086	1,160	6.81%	41.5
Females	1,455	1,638	12.58	58.5
Total	2,541	2,798	10.11%	200

- To a great extent, the recruitment of historically under-represented persons for unclassified staff positions parallels the recruitment efforts for faculty.
- Position announcements are sent to Morrill Act Land Grant Colleges and Universities, Historically Black Colleges and Universities, and Native American Tribal Colleges.
- Job opportunities are shared with members of under-represented groups on campus.
- Position announcements are placed on websites of organizations that advocate for under-represented groups. These organizations are contacted and there is follow-up on their referrals.
- Position announcements are posted with print and electronic media outlets and list serves that target diverse populations.
- University Affirmative Action procedures are followed and units work closely with their Diversity Point People and the Office of Affirmative Action during searches.

SUMMARY OF FINDINGS: FACULTY AND STAFF RETENTION

An awareness exists among colleges and units of the need to retain faculty and staff from historically under-represented groups. It appears that much more is being done to retain faculty than staff. Mentoring is the most prevalent practice used by colleges and units to orient and integrate multicultural and female faculty members into the university community. The retention of women has been aided by the NSF Advance Project, the President's Commission on the Status of Women, and the Women of K-State organization led by the sitting President's wife.

EVIDENCE: FACULTY AND STAFF RETENTION

Faculty Retention Efforts

- Almost all colleges have incorporated some type of formal or informal mentoring practices to facilitate collaborative relationships; to encourage career/professional development; to help with balancing research, teaching and service responsibilities; and to help identify funding sources for research.
- The College of Human Ecology has a formal and highly effective mentoring program for all first-year faculty. Newly-appointed tenure-track faculty are encouraged to look outside the college for secondary mentors.
- The Office of the Provost conducts monthly one-on-one sessions with department heads and it monitors the service commitments of new faculty.
- In several colleges, senior faculty members are assigned to act as advisors and guides for new multicultural faculty.
- New faculty are introduced to other members of the university community who are involved in diversity-related activities.
- New faculty are advised to balance service work or advisory positions for student organizations.
- Through NSF Advance, 33 Research Enhancement Visit awards were given to 12 female faculty in the College of Engineering to support travel to national laboratories and to other universities and industries for professional development and collaboration on future research projects.
- 9 Women in Engineering and Science Program luncheons were hosted for faculty and staff in the College of Engineering.
- Meetings are held in the College of Human Ecology with first, second and third year faculty to address tenure and promotion, research progress, teaching, and grant writing.
- Programming was implemented in the College of Human Ecology to improve understanding and respect for the cultural/ethnic differences of faculty, staff and students.
- Hale Library has helped international faculty to obtain visas. Committees have been established to lead and organize diversity initiatives.
- Collaborations have taken place with university wide-committees to enhance awareness of diversity.

- Career development and mentoring have been made a priority in the College of Veterinary Medicine.
- The Associate Provost for Diversity makes a presentation annually during New Faculty Orientation about diversity at K-State and the services of the Office of Diversity.
- The Associate Provost for Diversity holds many individual meetings with faculty and staff from historically under-represented groups to discuss their concerns and progress. Dual career accommodations have helped to retain female faculty, as well as add females to the K-State workforce. Funding has been made available to multicultural faculty to attend/present at conferences. Direct intervention in worksite problems or referral to the Provost has occurred on behalf of multicultural faculty.
- From 2008 to date, the President's Commission on the Status of Women has been actively addressing a broad range of equity and climate issues. It has spear-headed a campus-wide equity survey, the results of which are currently being further analyzed. The Commission has supported increased funding for the Women's Center, institutionalizing the Campaign for Nonviolence, better linkage of the Women's Center to the Office of Affirmative Action, recruiting and retaining student and faculty who are women and minorities, enhancing academic diversity and multicultural education on campus; increasing the presence of women in the administrative ranks, increasing services for dual career spouses, providing more unclassified staff professional development and promotional opportunities, parental leave policies, provision of child-care, sexual harassment, and other issues. In April 2011, the President's Commission on the Status of Women co-sponsored the 8th Diversity Summit entitled, "Celebrating the Phenomenal Women of K-State."
- When President and Dr. Noel Schulz came to K-State in 2009, new opportunities to address concerns of K-State women became available. Working with the Commission on the Status of Women, the Women of K-State, led by Dr. Noel Schulz, has provided many social, information-sharing, networking, and electronic initiatives to advance women. A fund has been established to facilitate professional development activities for classified and unclassified women. Directors' Round Table sessions are being held monthly to help people in supervisory roles improve their leadership and management skills. Methods to report lighting outages have been improved and a campus lighting study is in progress. Spaces across campus have been identified and approved for use as lactation areas. Roundtable discussions and brownbag lunches have been scheduled to provide opportunities for women to gain knowledge about common concerns, as well as to provide networking opportunities. A survey of female students was conducted in October 2011, the results of which will identify other needs. In April 2011, the Women of K-State co-sponsored the 8th Diversity Summit entitled, "Celebrating the Phenomenal Women of K-State."

Promotion and Tenure Data

2010 Promotion and Tenure Data for Instructional Faculty by Gender, Race/Ethnicity and Job Category							
	Tenure		Associate Professor		Full Professor		Total Number Accepted
	Applied	Accepted	Applied	Accepted	Applied	Accepted	
Male	18	18	13	13	8	8	39 (100%)
Female	10	8	6	6	4	4	18 (90%)
White	19	17	12	12	12	12	41 (95%)
African American	0	0	0	0	0	0	0
Hispanic	0	0	0	0	1	1	1 (100%)
Asian/Pacific Islander	8	8	7	7	0	0	15 (100%)
Native American	0	0	0	0	0	0	0
Other	1	1			1	1	2 (100%)
Total	56	52	38	38	26	26	116

- 100% of males applying for promotion and tenure in 2010 were accepted, compared to an acceptance rate of 90% for females.
- Only one member of an historically under-represented group applied for and was accepted for tenure.

Staff Retention Efforts

- Overall, few specific retention efforts were reported for staff.
- K-State Libraries supported labor certifications and permanent residency applications of international staff.
- The Vice President for Student Life encourages participation in multicultural events and organizations, provides staff development opportunities, and oversees the new facility that provides childcare services for campus women.
- The Office of Diversity meets individually with staff from historically under-represented groups, it helps to fund multicultural staff travel to conferences, and it intervenes in work site problems.

RECOMMENDATIONS

- Continue to support the role of Diversity Point People in the search process.
- Determine why the university is losing African American and Native American staff, and try to address the issues. Perhaps, upcoming climate surveys will shed some light on this issue, as well.
- Increase efforts to retain all existing multicultural faculty and staff.
- Make a greater push to hire faculty and staff from the diverse groups that are historically under-represented: African Americans, Hispanics, and Native Americans. Consider establishing an ABD Fellows Program, growing our own, and utilizing cluster hiring.
- Restore the minority instructorship budget to the Office of Diversity to use in advancing multicultural hiring.



Dr. Tanya Gonzalez, Associate Professor of English, presents a workshop to Hispanic student leaders at the Encuentro.

Dimension IV. Multicultural Curriculum Transformation

DESCRIPTION

Dimension IV describes efforts to make the curriculum more effective in teaching the multicultural competencies needed by students to be successful in an increasingly diverse and global world.

PERFORMANCE INDICATORS

Performance indicators include efforts to assess courses for multicultural content; efforts to infuse courses with multicultural content and/or to promote or support the Tilford Group Multicultural Competencies³; and efforts to build, expand or support American Ethnic Studies, Women's Studies, Latin American Studies, African languages, etc.

SUMMARY OF FINDINGS: EFFORTS TO ASSESS COURSES FOR MULTICULTURAL CONTENT

There is a very strong effort at Kansas State University to assess courses for multicultural content. Colleges are linking national accrediting board requirements and recommendations on diversity to the assessment of their courses. Student Learning Outcomes (SLO's) for diversity are found at the college and department levels. One college has an assessment plan for each degree program. A comprehensive survey of courses within two colleges and several departments is examining the extent to which the curriculum incorporates the Tilford Multicultural Competencies. Discipline-specific assessment tools based on the Tilford Multicultural Competencies have been created by many faculty. To date, the Office of Planning and Analysis has identified over 130 methodologies for assessing student learning on diversity SLO's.

EVIDENCE: ASSESSMENT OF COURSES

- The National Architectural Accrediting Board (NAAB) seeks to, “significantly increase the diversity of our schools of architecture, and ultimately our profession.” The NAAB guide to student performance criteria in Architecture is utilized to infuse multicultural content into curricula via Human Diversity, Western Traditions, Non-Western Traditions, National and Regional Traditions, and Accessibility and Collaborative Skills.
- The Council for Interior Design Accreditation (CIDA) includes Standard 2: Global Context and Standard 3: Human Behavior as drivers of diversity in the curriculum.
- The SLO for Diversity for the College of Human Ecology and for the College of Business Administration has been established.

³ The reader is referred to Appendix XIII for a summary of the Tilford Multicultural Competencies.

- The Agronomy Department has three of its ten departmental learning objectives connected to the Tilford Multicultural Competencies.
- The Colleges of Engineering and Human Ecology have completed a comprehensive review of courses to determine the extent to which the Tilford Multicultural Competencies are infused in every curriculum and in each curriculum option.
- The College of Technology and Aviation has enlisted the Office of Assessment, University Assessment Facilitators, and members of the assessment teams in each department to draft a diversity assessment plan for each degree program.
- Planning and Analysis is working on a website for sharing over 130 tools for assessing the diversity SLO and the Tilford Multicultural Competencies. This website will make it possible for people in the university community to see what has been created by discipline.

RECOMMENDATIONS

- The sharing of information on how different disciplines are incorporating the assessment of diversity outcomes within the structure of existing accreditation guidelines is recommended. A university venue that would accommodate this information sharing is the annual “Assessment Showcase” through the KSU Office of Assessment.
- The research and development for the assessment tools within each discipline are increasing the awareness of the faculty that more/better instruments for capturing data on multicultural education are necessary.
- The sharing of the results with all faculty within a college or department that has surveyed its courses for multicultural content is recommended to instill an urgency for recognizing successes in this area, as well as instituting changes that are supported by the data.

SUMMARY OF FINDINGS: EFFORTS TO INFUSE COURSES WITH MULTICULTURAL CONTENT AND/OR TO PROMOTE OR SUPPORT THE TILFORD MULTICULTURAL COMPETENCIES

At Kansas State University, the inclusion of multicultural content in the curriculum is a priority, and it is broadly acknowledged within the regent institutions that K-State has the strongest initiative of this type in the state, if not the nation. The effort at multicultural curriculum transformation is driven by the Tilford Group under the able and consistent leadership of Dr. Juanita McGowan. This group first identified and has now, promoted the Tilford Multicultural Competencies for over a decade. Moreover, this group has awarded 92 Tilford Faculty Incentive Grants to catalyze multicultural curriculum transformation in largely high enrollment general education classes. These grants represent an investment of over \$225,000 by the university in this transformation effort. Colleges and departments have undertaken their own efforts. The result is that faculty are creatively infusing multicultural content into courses all across campus.

EVIDENCE: INFUSION OF MULTICULTURAL CONTENT

- A great majority of the curriculum in the School of Leadership Studies is devoted to teaching multicultural competence. The School of Leadership Studies is one of the university's largest minors serving approximately 1,200 students. They also reach over 2,500 students through their programs and courses.
- The Department of Agriculture Communications has developed modules for multicultural competencies that are used in service courses and in courses for majors.
- The College of Business Administration has used the Tilford Incentive Grant to compile a list of materials and to create modules for teaching multicultural competency. They have identified four courses for further development of multicultural content.
- Another Tilford Incentive Grant in Business Administration was used to implement cultural simulations in the Business Orientation course, impacting 20 sections of 48 students per year. A Cultural Sensitivity Index was used to assess pre- and post-test performance on selected dimensions of cultural competence.
- The Department of Horticulture has four Tilford Faculty Fellows, faculty recognized for their efforts to create curriculum models for inclusion of multicultural content.
- The College of Veterinary Medicine enacted a required course in diversity for all its students effective fall, 2009. This college has also developed an elective course named, "Practicing Veterinary Medicine in a Multicultural Society."
- The Department of Interior Design includes proxemics in the context of culture and ethnicity and cross cultural accessibility issues.
- Library instruction uses materials with multicultural content and facilitates documentary viewing. In addition, a library workshop has been created to find diversity topics for journalism and mass communications students.
- The Tilford Multicultural Competencies also inform the curriculum outside the classroom. Department of Horticulture efforts to infuse multicultural content into courses has led to the creation of the first international travel experience offered by the department. Architecture students helped with Katrina cleanup efforts in New Orleans, they designed a new space for the House of Dance and Feathers in the Ninth Ward, and they returned to build the structure the following summer. Library faculty created a Wiki page for an Anthropology course, "Cultures of Africa."

RECOMMENDATIONS

- Creating Diversity Student Learning Outcomes insures that courses will include multicultural content and requires an investment by the faculty in deciding how this should be implemented and evaluated within the discipline. Implementing this process should be the next step after the curriculum is assessed for multicultural content.
- A Tilford Faculty Fellow poster display could be integrated into the KSU Diversity Summit or the annual teaching and learning conference to highlight model curriculum.
- Creating incentives for the faculty to utilize the teaching modules for multicultural competencies is recommended.

CONCLUSION: EFFORTS TO BUILD, EXPAND OR SUPPORT AMERICAN ETHNIC STUDIES, WOMEN'S STUDIES, LATIN AMERICAN STUDIES, NATIVE AMERICAN STUDIES, AFRICAN LANGUAGES, ETC.

The greatest advances here are having approved majors in Women's Studies and American Ethnic Studies when heretofore these were academic minors. Many departments are sharing their faculty and staff with these inter-disciplinary programs. For example, the Director of Multicultural Programs and Services in the Office of Diversity developed and taught a new course on Latino perspectives for American Ethnic Studies. The Assistant Director of Affirmative Action developed and taught a new course on racial profiling for American Ethnic Studies.

For several years, there was a grant-funded African Studies Research Center. Its efforts included utilizing visiting faculty to enhance a diversity of study and thought within many disciplines, offering research and travel grants, and providing African language classes. Internet resources were created and offered in support of various areas of study that are still being used.

EVIDENCE: EFFORTS TO BUILD MULTICULTURAL CURRICULUM

- Library faculty provide direct instruction to the following six courses: Intro to American Ethnic Studies (AMETH 160), American Ethnic Literature (ENGL 385), Women and Popular Culture (WOMST 550), Gender Ethnicity and Class (WOMST 205), Kansas Ethnic Studies-Nicodemus, KS and surrounding areas (AMETH 502), and Ethnic Kansas History (AMETH 560).
- The Agronomy Department is one example of utilizing a visiting faculty member from Africa to teach a course, in this case, a course in International Agriculture.
- The creation of the Jet Ahead program for Women in Aviation Maintenance serves a targeted mentoring need in the STEM fields.

- Faculty in Human Ecology, Architecture, and the Library are part of multidisciplinary departmental teams and are in some cases, voting affiliated faculty members in these departments.
- Diversity Databases Suite acquired by the DOW Multicultural Resource Center and the Wiki page created for the Cultures of Africa course by the library are resources available to K-State students, faculty, and staff on or off campus.
- The Coordinator of Multicultural Student Retention in the College of Arts and Sciences has developed and taught a new course on African American perspectives for American Ethnic Studies.
- The Director of Multicultural Programs and Services in the Office of Diversity has developed and taught a new course on Latino perspectives for American Ethnic Studies.
- The Associate Provost for Diversity, faculty member in the Department of Psychology, has developed and taught a new course on Multicultural Psychology which is cross-listed with American Ethnic Studies.
- The Assistant Director for Affirmative Action has developed and taught a new course on Racial and Ethnic Profiling for American Ethnic Studies.
- Women's Studies and American Ethnic Studies, which began as minors, are now approved majors.

RECOMMENDATIONS

- Engage visiting faculty, ethnically diverse and international, to the largest degree and use them across disciplines. Create a calendar or database of visiting/invited scholars.
- Encourage colleges and faculty to create and support existing structures that provide mentoring opportunities to students in these targeted departments.



Dr. David Griffin, Sr., Assistant Dean for Diversity in the College of Education, conducts a faculty workshop on the Tilford Multicultural Competencies.

Dimension V. Diversity Partnerships in Higher Education

DESCRIPTION

Dimension V describes the nature of any partnerships or relationships with Historically Black Colleges and Universities, Hispanic-Serving Institutions, Tribal Colleges and Universities, and international institutions in Africa, the Caribbean, Latin America, Asia and the Pacific Rim.

PERFORMANCE INDICATORS

Performance indicators include the college, the department, the number of faculty or students involved, a brief description of the program, the site of the program, and a breakdown on type of institutional partner.

SUMMARY OF FINDINGS

It is clear from even a casual glance at the extent of partnerships currently being pursued that K-State's reach extends quite literally from A (Australia) to Z (Zimbabwe). There are star faculty with large programs, and there are smaller programs led by junior faculty. Moreover, it appears that the reach of university partnerships extends to most of the targeted populations, though rather unevenly. For example, the university has twice as many partnerships in Asia and the Pacific Rim as it does in Africa or Latin America. Much less effort is being expended on domestic partnerships with HBCU's, HSI's and Tribal Colleges and Universities than on international partnerships. Within domestic partnerships, more effort has been devoted to HBCU's than to HSI's or Tribal Colleges and Universities. The reader is referred to Appendix XIV for a list of diversity partnerships/relationships in higher education being pursued at Kansas State University.

EVIDENCE

General Philosophy

There is a growing acceptance across the university that outreach near and far is essential to the success of advancing diversity at K-State. Significant effort and funding have gone into outreach and partnership activities.

Domestic Relationships/Partnerships

- The university reports 21 partnerships with historically Black institutions, including Grambling State University, Tuskegee University, Lincoln University, Langston University, the University of Alabama at Huntsville, and Prairie View A&M University in Texas.

- The university reports eight (8) partnerships with Hispanic-serving institutions, including community colleges in the southwest of Kansas; New Mexico State University; Pan-American University in McAllen, Texas; University of Texas, El Paso; the University of Texas, Arlington, and Donnelly College.
- The university has four (4) efforts at Haskell University in Lawrence and one partnership in Oklahoma for a total of five (5) relationships with two (2) Tribal institutions.

International Relationships/Partnerships

- The university reports 41 relationships in Asia and the Pacific Rim including Australia, the Philippines, South Korea, China, India, Thailand, Malaysia, Taiwan, Kuala Lumpur, and Japan.
- The university reports 20 partnerships in Latin America including Brazil, Mexico, Paraguay, Argentina, Costa Rica, Peru, Honduras, and Columbia.
- The university reports 18 partnerships in Africa including Senegal, Nigeria, Niger, Botswana, Kenya, South Africa, Uganda, Ghana, Malawi, and Zambia.
- The university reports one (1) fledgling partnership in the Caribbean involving Trinidad and Tobago.

RECOMMENDATIONS

- The university needs to develop more partnerships with Hispanic-serving institutions, and substantially increase its efforts to develop partnerships with Tribal colleges and universities. The latter needs to become a major priority in order to increase Native American student enrollments at K-State which have been declining.
- The university needs to develop more partnerships in Africa and Latin America, and substantially increase its efforts to develop partnerships in the Caribbean.
- As part of future reporting efforts, the PCMA may want to consider requesting more detailed information about these partnerships such as longevity of the partnership; level of financial support; level of personnel support; and the integration, robustness, outcomes, and sustainability of partnership efforts. It might be advisable for future report templates to include a standardized table for respondents to use in reporting partnership information.
- Creating a visual representation of the whole outreach effort would make possible a quick assessment of the many, disparate efforts. It might even lead to cost savings by aiding cooperative travel, staff partnering, etc. Surely there is graphics software that could render this clearly. Maps of the state/nation/world which would visually display the number and concentration (and absence) of efforts by region/country/etc. would be a powerful tool. One possibility might be to expand and modify the International Agriculture Programs database (<http://www.ag.ksu.edu/int/>) in a 2nd version which incorporates all K-State

outreach partnerships. It could be coded with different symbols to indicate the different groups with which K-State has partnerships/relationships, as well as coded by college/ unit, etc., thus producing instant data on who-is-doing-what-where.

- Much of K-State's partnering with diverse institutions of higher education is built on individual faculty efforts and thus, success depends to a significant degree, on personal efforts rather than broad initiatives. This raises questions of ROI. For example, would a more coordinated approach, not representatives from all colleges travelling the world independently, but aggregates of representatives able to speak for multiple KSU programs be more cost effective, present a better 'picture' to potential partners, and yield larger ROI?
- Most of K-State's partnering with diverse institutions of higher education is focused on student recruitment and the advancement of K-State faculty research. True partnerships should benefit the other institutions as much as or more than K-State and this should become part of the definition for partnerships operating at a very high level.



Dr. Bruce Shubert, Vice President for Finance and Administration, discusses budgeting and fiscal accountability with African government officials.

Dimension VI. Fundraising for Diversity

DESCRIPTION

Dimension VI tracks funding for diversity initiatives and programs that comes from internal and external sources.

PERFORMANCE INDICATORS

Performance indicators include source, amount, and purpose of funding.

SUMMARY OF FINDINGS

As a whole, the university has made exceptional strides in raising funds to support diversity. In 2007-2008, \$5,355,741 was raised or was awarded for diversity-related programs and research, representing \$18.6 million in multi-year awards. Administrative units and colleges are actively working to provide funding for diversity-related programs, scholarships, and outreach. Appendix XV contains a breakdown of reported diversity funding by sources and purposes of the funds generated.

EVIDENCE

Internal Funding

- During 2007-2008, the university spent approximately \$567,000 to support campus diversity efforts.
- This funding came from the Office of the President, the Office of the Provost, the Office of Diversity, colleges, departments, human resources, and a variety of other internal units.
- Internal funding has provided \$225,000 for Faculty Incentive Grants to integrate the Tilford Multicultural Competencies into the curriculum across the university.
- There are also on-going gifts and donations from within the university to support university-wide programs like the Dr. Martin Luther King, Jr. Observance Week. In 2005-2006, the university community came together to commission and pay for a \$20,000 bronze bust of Dr. King. From 2006 to 2011, an average of 49 university units contributed a total of \$42,647 to fund activities associated with the Dr. Martin Luther King, Jr. Observance Week. Deans have also committed funds for diversity events and programming. For example, the College of Human Ecology committed over \$63,000 for diversity related events and recruiting. The College of Engineering spent \$60,000 to fund a summer undergraduate research program for first-generation students.

- The Diversity Programs Council of the Student Government Association allocates up to \$100,000 per year to support educational programs in diversity.
- The Student Government Association also allocates \$320,000 in educational opportunity funds to support campus diversity.

Development Funding

- Systems have been created in the Foundation to track gifts for diversity and internationalization.
- During 2007-2008, the University raised \$1,187,845 for diversity programs, or \$3,600,000 for multi-year awards.
- The Office of Diversity, in cooperation with the colleges and administrative units, has developed a comprehensive strategy for recruiting, retaining and graduating multicultural students in Business, Engineering, and Agriculture entitled, Project IMPACT. The Associate Provost for Diversity has initiated several successful major gift proposals with corporations such as Dow, Koch Industries, Cargill, Inc. and ConocoPhillips. These gifts are providing \$3.5 million in multi-year funding for recruitment programs, a summer bridge program, scholarships, and retention programs. Though not reflected in the totals quoted above, one of these gifts has just been renewed with a 50% increase bringing the total of the new award to \$600,000.
- The Kauffman Foundation provided \$92,000 to Student Life to support four Summer Residential Institutes for students in their Kauffman Scholars program. The Institutes run from three to seven days for students in grades 8 through 12. The institutes provide academic content and a chance for the Kauffman Scholars to experience campus life.

External Grants

- During 2007-2008, the University raised \$3,600,000 or \$14,747,172 in multi-year awards.
- The College of Agriculture was awarded \$203,000 over three years by the Department of Education Fund for Improving Post-Secondary Education to encourage student exchanges with Mexico and Canada.
- In the College of Arts and Sciences, four departments reported grant funding for diversity-related research totaling \$2,931,189 in multi-year funding.
- The College of Technology and Aviation has won an NSF grant totaling \$500,000 from the National Science Foundation for Enhancing Lives through Engineering and Technology (ELITE). The grant provides scholarships and programs for recruitment, retention and graduation of first-generation college students from economically disadvantaged families in rural Kansas with focus on students from under-represented ethnic groups or gender.

- The Kansas Bridges to the Future Program is operated by the Department of Human Nutrition in the College of Human Ecology, and sponsored by the National Institutes of Health. The program supports five K-State partnerships with community colleges that have substantial minority enrollment (Donnelly College, Dodge City Community College, Garden City Community College, Kansas City Kansas Community College, and Seward County Community College) and provides work experience and summer internships in the biomedical sciences. The aim of the program is to prepare students at the community college level and then, ease their transfer to K-State in their junior year to major in a biomedical science. This program began in FY2004 and is now in its third phase, from 2009-2014. From inception in 2004 through 2014, the program will have received a total of \$2.3 million.
- The College of Engineering Science, Technology Education Program (STEP) received over \$350,000 from the National Science Foundation to enhance the recruitment and retention of under-represented groups, including women and racial/ethnic minorities. Also, in the last several years, the College of Engineering has secured \$135,000 in scholarships from the National Action Council for Minorities in Engineering, \$20,000 in excellence funds from Halliburton, and a large multi-million dollar gift from a private donor to endow scholarships for first-generation college students.
- Though not reflected in the totals quoted above, current year funding for TRIO Programs in the Division of Student Life is \$1,622,617. The TRIO programs at Kansas State University include: Educational Supportive Services, McNair Scholars Program, Student Support Services, Upward Bound-Manhattan, Upward Bound-Salina, and Upward Bound Math/Science.

RECOMMENDATIONS

- Enhance the leadership and coordination of diversity fundraising in the Office of Diversity.
- Continue to build unified, cross-disciplinary programs and proposals for funding with administrative units, the Foundation, and colleges.
- Restore the funding in the Office of Diversity for a dedicated fundraiser in the Foundation.
- Add resources to the fundraising effort with expertise to identify potential funding sources and to help with writing grants.
- Explore and/or better leverage current ties to state programs that might result in more funded diversity partnerships with the university and its colleges.
- Develop more capability in publicizing and marketing our current programs and program success.
- Use more targeted methods to increase the diversity of our faculty and staff, and work more with those that we already have to attract funding for diversity.

- Gain greater commitments from each college and administrative unit to work collaboratively to increase funding for diversity-related activities.



Traci Gibson of Cargill Inc. discusses critical workforce issues in diversity with university representatives.

Dimension VII. Enhancing the Community, Climate, and Centrality of Diversity

DESCRIPTION

Dimension VII addresses efforts to create and maintain an affirming and inclusive climate for diversity.

PERFORMANCE INDICATORS

Performance indicators include efforts to assess the climate for diversity; education, training, and/or other methodologies used to enhance the cultural competence of people who work in the college or unit; diversity-related events sponsored by the college or unit; faculty and/or staff participating in diversity-related events/activities; and partnerships with corporations that advocate for increased diversity within the university.

SUMMARY OF FINDINGS: CLIMATE ASSESSMENTS

A number of colleges and student life units have implemented climate surveys directed to faculty, staff, and students. The results of these surveys have prompted diversity workshops led by highly respected consultants and generated considerable dialog within units. Workshops and retreats have focused on different aspects of diversity such as ethnicity, gender, bias, religion, prejudice, and stereotypes.

Additional results from climate surveys have shown that many faculty and staff members do not understand the issues surrounding diversity. However, most have indicated a true desire to be educated and involved in steps to improve the diversity climate in their units. Varying degrees of understanding exist between age groups, gender groups, and ethnic groups.

The President's Commission on Multicultural Affairs is preparing for a large-scale survey on the climate for diversity in 2012-2013.

EVIDENCE: CLIMATE ASSESSMENTS

- The College of Engineering conducted a very strong climate survey in 2005 that has led to extensive training and a greatly improved climate for diversity today.
- A K-State STEP survey is administered every spring semester and includes items related to the climate for diversity in engineering and science disciplines.
- The President's Commission for Multicultural Affairs started planning for campus-wide climate surveys during its meetings in fall, 2011. The goal is to have reached agreement on an instrument by the end of spring, 2012. This instrument will be administered broadly in 2012-2013.

SUMMARY OF FINDINGS: EFFORTS TO ENHANCE CULTURAL COMPETENCE

The University provides many opportunities and methodologies for enhancing the multicultural competence of faculty and staff. These opportunities and methodologies include diversity training, international trips, professional committee assignments, and attendance at and participation in multicultural events and workshops (Diversity Summits, Tilford Conferences, Dr. Martin Luther King, Jr. events, the Encuentro, diversity workshops, various cultural heritage months, SafeZone training seminars, etc.) In addition, faculty grow in cultural competence as they assess their classes for multicultural content, as they work on infusing the Tilford competencies into the curriculum, and as they interact with increasing numbers of multicultural students.

EVIDENCE

- Numerous diversity training programs across the University have addressed: individual perceptions of diversity; the ability to recognize and learn the origins of ethnic and gender prejudice, stereotypes, and bias; the impact of stereotypes in individual interactions, ways to overcome stereotyping and prejudice; the influence and importance of role models in diverse environments; ways to promote a climate of student success, and avoiding cognitive errors.
- The Women's Center and the LGBT Resource Center have partnered to deliver Safe Zone training. They have trained 1,120 people and there are 497 allies across campus.
- The process of creating the course, "Practicing Veterinary Medicine in a Multicultural Society," and passing it through the curriculum committee increased the awareness and competence of faculty members. The same can be said about the curriculum approval process for making Women Studies and American Ethnic Studies majors.
- The College of Engineering is evaluating every course for the inclusion of one or more multicultural competencies. The goal is to assure that every student, upon graduation, will have not only exposure to, but a solid understanding of each group of Tilford multicultural competencies. However, in the process of this assessment, faculty are learning about the Tilford competencies and gaining a greater awareness of themselves.
- The following are several national professional multicultural student organizations with chapters on the K-State campus: Veterinary Students as One in Culture and Ethnicity, Minorities in Agriculture, Natural Resources, and Related Sciences, National Association of Minority Architect Students, Society of Hispanic Professional Engineers, National Society of Black Engineers, and the American Indian Science and Engineering Society. These organizations require college sponsorship and K-State faculty advisors. The existence of these groups in the colleges and the faculty interaction with these groups provide opportunities to enhance the cultural competence of all involved.
- The annual Diversity Summit is a premier opportunity for faculty and staff to enhance their cultural competence. Appendix XVI provides a detailed list of Diversity Summit topics and speakers from its inception in 2003 to 2011. This list shows that 33 diversity topics

have been addressed by 63 presenters. These day-long Summits average 250 faculty and staff in attendance.

SUMMARY OF FINDINGS: DIVERSITY EVENTS SPONSORED

Kansas State University has a continuous stream of high-quality diversity events every year. This programming begins in the fall as soon as the students come back to campus, and it does not cease until graduation. This programming includes celebration weeks, heritage months, lectures, banquets, speakers, artists, and so much more. The Office of Diversity and its multicultural student organizations provide the majority of diversity programs on the campus. However, with each year from 2002 to date, the number and diversity of those sponsoring or co-sponsoring diversity programs continues to grow. It is so noteworthy that the campus comes together to sponsor several signature annual programs like the Dr. Martin Luther King, Jr. Observance Week. For many events that have included meals, colleges and other units have sponsored tables whereby students, staff, and faculty have been able to attend without being required to pay on an individual basis.

EVIDENCE

- In 2010, the Office of Diversity, its 26 multicultural student organizations, and other entities on campus were responsible for, or contributed to, a continuous stream of multicultural events, programs, weeks, conferences, and meetings. This included: the Dr. Martin Luther King, Jr. Observance Week, monthly meetings of the President's Commission on Multicultural Affairs, monthly meetings of Diversity Point People, biannual meetings of the Multicultural Student Organizations Leadership Council, Black History Month, sending a delegation of students to the annual Big XII Conference on Black Student Government and to the United States Hispanic Leadership Institute, Asian American Heritage Month, Native American Heritage Month, the Seventh Diversity Summit, eight Black and Latin Greek neo shows, the Developing Scholars Poster Presentations and Reception, seven Black Greek Weeks, the Alianza/HALO Awards Program, César Chavez-Delores Huerta Observance Week, the Alumni Association Multicultural Graduation Celebration, the MSO Awards Banquet, the Black Student Union Welcome Back, the HALO Welcome Back, University Libraries "Movies on the Grass," Community Cultural Harmony Week, Hispanic Heritage Month, the Fourth Annual Halo Encuentro, the MSO Orientation Program, a Big XII Black Student Government delegate meeting, the Alpha Phi Alpha, Inc. Ms. Black and Gold Pageant, the Sigma's Blue Apollo, the Black Student Union Kwanzaa Celebration, the Dorothy L. Thompson Lecture Series, the Delta's "Fresh" Women Orientation Program, Black Student Union study halls and tutors, joint meetings of Diversity Point People and all college diversity committees, the Alpha's Women's Appreciation Banquet, the Wisdom of the Elders program, the NPHC Yardshow, Disability Awareness Week, LGBT Awareness Month, the LGBT Leadership Conference, Africa Night, the Adamchak Lecture Series, and the Salina Diversity Summit, Tea, and Pow Wow.
- The Union Program Council (UPC) provides many high-quality programs and events for the K-State community, and they are conscientious about including diverse programming.

A sample of some of the diversity programs that UPC has sponsored this year include: Day of the Dead exhibit by HALO; the Dr. Martin Luther King, Jr. Panel Display; the Ole Dancers of Spain for Hispanic Heritage Month; speaker and filmmaker Jesus Nebot along with his film, “No Turning Back” for Hispanic Heritage Month; Frank Meeink, recovering skin head; Slam Poet Shanelle Gabriel; comedian Josh Blue, who also has a physical disability; Drag Shows; and comedienne Anjelah Johnson. During spring 2012, UPC will sponsor an Irish storyteller for Disability Awareness Week; a Native American art exhibit for Native American Heritage Month; and Soraya Mire, who will speak about female genital mutilation.

SUMMARY OF FINDINGS: FACULTY/STAFF PARTICIPATION IN DIVERSITY EVENTS AND ACTIVITIES

Many faculty and staff are routinely participating in diversity-related events and activities within the University. Moreover, with so many opportunities at the department, unit, college, and university levels, there is always programming occurring. Though not formally assessed, the number of persons participating in these events appears to be increasing each year.

EVIDENCE

- Diversity Point Persons, members of the President’s Commission on Multicultural Affairs, and members of College Diversity Committees comprise a large group of University employees. Many of these individuals are extremely active in attending diversity meetings within their own colleges, serving on search committees, serving on accreditation committees, serving on curriculum committees, attending and participating in recruitment events, and attending university-wide diversity meetings and events.
- In general, the members of these committees have taken leadership roles in on-campus diversity events, and have represented the University well in state-wide events such as the Tilford Conferences.
- Diversity Point Persons and members of the President’s Commission on Multicultural Affairs play a very critical role in promoting major campus-wide diversity programs and events within their respective units.
- Many K-State faculty members and administrators have been very active participants and have held positions of leadership in promoting diversity in their national and international professional organizations. Examples include Diversity Matters, a major program within the Association of American Veterinary Colleges (AAVMC) located in Washington, D.C. and Women in Engineering ProActive Network, Inc. (WEPAN, Inc.).

SUMMARY OF FINDINGS: PARTNERSHIPS WITH CORPORATIONS TO ENHANCE CAMPUS DIVERSITY

The University enjoys considerable support from major corporations that include diversity among their core values. Through their interactions with university administrators and faculty, these

corporations address issues of diversity, showcase their corporate diversity efforts, and underscore their need for diverse pools of graduates from which they can hire to diversify their workforces. Corporate entities are very compelling voices for diversity at Kansas State University.

EVIDENCE

- In recent years, there has been excellent progress in building partnerships with major corporate entities such as Koch Industries, Hallmark, Payless Shoes, Cargill, Target, Toro, Dow Chemical, John Deere, Halliburton, Sprint Aerosystems, ConocoPhillips, Hill's Pet Nutrition, and Bayer Animal Health.

RECOMMENDATIONS

- A university-wide climate survey would allow for an assessment, evaluation, and comparison of diversity climates across the university. Successes could then be identified and brought to bear in those areas where faculty, staff, and students may be seeking additional support and information about diversity and inclusion.
- It is important for members of the PCMA, college diversity committees, Diversity Point People, and other change-agents and groups to become more familiar with each other, to have a better understanding of the goals and objectives of their groups, and to become even stronger champions for diversity among their colleagues. One possible avenue for accomplishing this is to form study groups with perhaps, a focus on a book review or periodically meet and deal with diversity of thought about a particularly controversial subject. Understanding individual backgrounds will generate mutual support for each other as individually they assume the role of a diversity champion within their departments/colleges/units.
- It is extremely important to generate and foster additional partnerships with corporations to enhance diversity within each college and across the university.
- Continued interaction among the University's administration and its faculty with the KSU Foundation, college development officers, and others involved with philanthropic activities is encouraged. Meeting the expectations of industry and corporations in regards to the University's diverse environment and educational opportunities bodes well for graduates as they seek full-time employment.
- The climate for diversity would be greatly improved if K-State had a Multicultural Center, and it completed the Coretta Scott King Gardens of Engagement around the MLK Memorial Bust.

Dimension VIII: Faculty - Staff Scholarship on Diversity Topics

DESCRIPTION

Dimension VIII recognizes the importance of scholarly activity in the premier land-grant university and tracks faculty-staff scholarship on diversity topics.

PERFORMANCE INDICATORS

Performance indicators include documentation of substantial research activity, publications, and presentations on diversity topics.

SUMMARY OF FINDINGS

There is a considerable amount of scholarship taking place on diversity related topics by the faculty and staff of Kansas State University. Moreover, the amount of this scholarly activity is growing from one reporting period to the next. This scholarship takes the form of substantial research activity, publications, and presentations.

At the same time, there are colleges with no scholarly activity reported. These colleges have an opportunity to increase their scholarly output related to diversity. The reader is referred to Appendix XVII for a list of scholarly activity related to diversity.

EVIDENCE

- More colleges reported significant scholarly activity related to diversity in this reporting period than in the last reporting period.
- There are still colleges with no scholarly activity reported.
- Many staff members and administrators have been giving presentations and publishing in the area of diversity. Just a few people doing so include Gabriela Sabates, Anita Cortez, Disability Support Services staff, Dr. Kathleen Greene, K-State Student Union staff members, staff from Upward Bound & Upward Bound Math/Science Programs, Dr. Ruth Dyer, LaVerne Bitsie-Baldwin, Dr. Kimberly Douglas-Mankin, and Dr. Myra Gordon.
- The College of Agriculture highlighted two diversity-related presentations –“The Changing Demographic Landscape of Kansas” and “Understanding and Appreciating Differences”- presented by Dr. Zelia Wiley.
- The Colleges of Architecture and Engineering reported collaborative research on “Patterns in the Environment” by Professor LaBarbara Wigfall and collaborative studio proposals by Professors Klein and Lewis. These colleges reported significant activity with publishing papers and making presentation related to diversity.

- A diverse group of faculty with regard to rank across various disciplines in two colleges wrote or presented six papers related to diversity. Subjects ranged from “Creating Connections through Online Resources” to “Developing a Master Plan for Kabul University.”
- “Kansas State University ADVANCE Project: Four Years of Progress” by Engineering faculty was an important piece of scholarship related to assessing the progress of women in engineering and STEM fields.
- One faculty in the College of Veterinary Medicine reported two publications on the need to increase racial/ethnic/cultural diversity in veterinary medicine.
- The Colleges of Human Ecology, Technology and Aviation, and Business have multiple areas of research and/or projects related to diversity that have been produced by faculty or students led by faculty. Faculty research areas include minority or stereotyped individuals engaged in risk taking, and judgment about the morality of politicians when the voter feels as if he or she has been stereotyped.
- Two faculty members in the College of Human Ecology directed four student projects dealing with community culture vs. design, gender differences, Spanish speaking children learning English and indicators of special care units to culture. Additionally, Human Nutrition faculty produced 10 publications and presentations on international subjects, and produced five publications in collaborations with Historically Black Colleges and Universities. Two faculty generated all but one of these presentations and/or international workshops; whereas, five faculty in Family Studies and Human Services produced research in China, Switzerland, and Kenya, and workshops in Malaysia and Portugal.
- The College of Technology and Aviation has produced 33 papers and presentations by 11 faculty members. Their collective diversity-related topics include subjects such as, “The Pyramid of Hate”, “Making Diversity Count”, “Teaching Materials for the Negro Leagues Baseball Museum”, Cherokee Culture, American Indian Folklore and Traditions, Storytelling, and Latino Culture. Sole authors produced the group of papers.
- The College of Business faculty produced over 18 publications and 20 presentations related to diversity subjects. While 10 faculty members engaged another 12 colleagues in the generation of publications, at least 12 different faculty teams with another six single author presentations were produced during the reporting period.

RECOMMENDATIONS

- Explore ways to showcase the scholarship on diversity produced by faculty and staff.
- Consider a competitive research award in diversity scholarship.
- Colleges with no scholarly activity in diversity need to start taking advantage of opportunities to do so.

Dimension IX: Awards for Diversity Excellence

DESCRIPTION

Dimension IX recognizes awards received for excellence in diversity whether given by the university or some external entity.

PERFORMANCE INDICATORS

Performance indicators include the number and specifics of awards received at the individual, department, and/or unit/college level.

SUMMARY OF FINDINGS

There are many people at all levels doing award-winning work in diversity at Kansas State University. In the last reporting period, a total of 38 awards for diversity excellence had been received by students, faculty, staff, and administrative units. This number of awards demonstrates both the broad base of the efforts to promote diversity, and the excellence of the work being done. The reader is referred to Appendix XVIII for details on the awards received for diversity excellence at Kansas State University.

EVIDENCE

- K-State students, faculty, staff, and administrative units/colleges received 38 awards recognizing their achievements and accomplishments in diversity.
- These awards were given by departments, the university, regional organizations, and national organizations.
- The breakdown on the 38 awards received is as follows: 25 departmental awards, 7 university-wide awards, 1 regional award, and 5 national awards.
- The Office of the President gave two awards: The Commerce Bank Presidential Award for Distinguished Service to Historically Under-represented Students and the Commerce Bank Presidential Student Award for Enhancing Diversity and Multiculturalism at K-State.
- The Office of the Provost gave two awards: The International Educator Award to recognize an individual who has contributed to advancing international education at Kansas State University, and the Outstanding Department or Unit Award for Enhancing Diversity to recognize those departments or units that have made extraordinary achievements in enhancing diversity within the department, college and/or the university.

- The Women in Engineering and Science Program (WESP) office gave 22 "Making a Difference Awards" to individuals across campus who have made an impact on women pursuing degrees in STEM fields.
- The College of Architecture, Planning and Design gave two diversity awards: one for faculty and one for students.
- K-State Research and Extension gave two diversity awards: one to a college and one to an individual.
- The Black Student Union and the National Organization of Minority Architect Students have received regional and national awards, respectively, for their excellence.

RECOMMENDATIONS

- Continue to use awards as a way to recognize the accomplishments and contributions of faculty, staff, and students to the advancement of diversity at Kansas State University.
- Explore the possibility of bringing all reward recipients together periodically for an appreciation program.



Samuel Brinton, LGBTQ activist, receives Commerce Bank Presidential Award for Enhancing Diversity and Multiculturalism at Kansas State University.

Dimension X: Enhancing Multicultural Alumni Engagement

DESCRIPTION

Dimension X brings a multicultural perspective to alumni affairs and supports efforts to engage multicultural alumni broadly in the life of the university.

PERFORMANCE INDICATORS

Performance indicators include activities of the K-State Alumni Association, inclusion of multicultural alumni on advisory boards, selection of multicultural alumni as college fellows, use of multicultural alumni as commencement speakers, use of multicultural alumni as campus speakers, and the presence of multicultural alumni on the K-State Foundation board.

SUMMARY OF FINDINGS

Kansas State University is making significant progress in engaging its multicultural alumni. The K-State Alumni Association, on its own and in partnership with the Office of Diversity, is implementing one-of-a-kind programs in the Big XII related to engaging multicultural alumni. Though not yet formally assessed, there is growing evidence that multicultural alumni are being included on advisory boards, are being selected as college fellows, are being chosen as commencement speakers, are coming to campus to speak, and are being included on the Foundation board.

EVIDENCE

- Amy Button-Renz, President and CEO of the K-State Alumni Association, has provided 30 years of leadership and consistent support for diversity. She has consciously developed and maintained a diverse Board of Directors that provides proactive initiatives and action items for the Alumni Association to use in promoting and enhancing diversity on campus, in the community, and with alumni.
- The Strategic Plan for the Alumni Association specifically recognizes the importance of diversity and engaging multicultural alumni.
- For 18 years, the Alumni Association has had a position that focuses specifically on multicultural constituents. In the last several years, the position has been elevated to an Assistant Director's position. This position is focused on building relationships with multicultural alumni, coordinating the Black Alumni/Greek Reunions, sponsorship of programming for campus heritage months, hosting the multicultural graduation celebration, coordinating the multicultural student leadership awards, coordinating the multicultural alumni council, and composing and distributing the Black and the Hispanic alumni newsletters. This position is the only one of its type in the Big XII.

- The Alumni Association actively maintains a database on 10,000 multicultural alumni. This database serves as a resource to the university, to the K-State Foundation and to the alumni staff as they keep alumni informed and engaged in activities that occur on-and-off campus. The database also tracks the student membership and involvement of the National Pan Hellenic Council and the multicultural fraternities and sororities.
- The Office of Diversity has partnered with the Alumni Association to conduct eight multicultural alumni mobilizations serving over 300 people. These alumni gatherings have occurred in Kansas City, Dallas, Topeka and Manhattan. At these events, multicultural alumni receive an update on the status of diversity, learn how they can become more involved on campus, and get the latest information about the services and opportunities of the Alumni Association. In turn, these alumni raise questions and give suggestions. The atmosphere of these gatherings is festive and people who have not seen each other for a long time have the chance to re-connect. The multicultural alumni mobilizations are financed through corporate fundraising supporting Project IMPACT in the Office of Diversity.
- The Alumni Association maintains an appointed position for the National Pan Hellenic Council on the Homecoming committee.
- The Alumni Association magazine, *The K-Stater*, features a variety of high-quality articles that focus on diverse issues and activities on campus, in the community, and among alumni. The Association is also conscientious in making sure its videos, calendars, and other printed and electronic materials reflect a diverse image.
- The Office of Diversity and the College of Engineering have diversity advisory councils which include multicultural alumni. The College of Business is planning to start one.
- The College of Architecture, Planning, and Design, the College of Business, the College of Engineering, the College of Arts and Sciences, and the College of Education have had multicultural alumni as commencement speakers, invited speakers, and Alumni Fellows.
- The K-State Foundation has two multicultural alumni serving on its Board of Directors.

RECOMMENDATION

- In the next reporting period, expand the formal assessment of efforts to engage multicultural alumni to cover all of the performance indicators.

Discussion and Conclusion

Three questions inform the discussion. These questions are: (1) What are the strengths and areas in need of improvement in our campus diversity efforts? (2) What has been learned? and (3) Where does the institution go from here? For convenience, each question will be addressed in a separate section below.

STRENGTHS/AREAS IN NEED OF IMPROVEMENT

The report has documented quite a few strengths in our diversity promotion efforts. These strengths include leadership, planning, and accountability for diversity; success in recruiting multicultural faculty, staff, and especially students; high-quality diversity programs which attract broad participation, a number of very strong academic support programs that produce success with multicultural students, and many individuals at all levels doing award-winning work in diversity. Efforts in diversifying the curriculum, engaging multicultural alumni, and diversity fundraising are also very strong areas that are only getting stronger. Looking critically at ourselves, we can say we have come a very, very long way.

Areas which most need improvement include the retention and graduation of multicultural students, especially African Americans. We still must improve our efforts to diversify the faculty and staff.

LESSONS LEARNED

The last 10 years have really been a journey and many lessons have been learned along the way. Among them are four which seem important to mention. The first lesson is that it takes the collaboration of a critical mass of people to advance diversity. In large, complex organizations like universities, many people must be engaged in advancing diversity, and the infrastructure must include more people like the DPP's who have diversity responsibilities associated with their jobs. In addition, those for whom diversity is a job must work closely together to produce the best outcomes. This is not always easy, because our efforts exist in various colleges, in various divisions of the university, and in various reporting structures. At Kansas State University, we are learning that there is more to be achieved in collaborating than in working in silos.

The second lesson is that effective diversity promotion requires resources far beyond what state coffers can provide. There must be aggressive, creative, coordinated diversity fundraising, and the opportunities are out there. Major corporations want more diverse graduates to hire for their aging workforces. There are private donors and foundations that are yet untapped. We must be much more proactive in seeking state and federal dollars which will support diversity efforts. We must partner for greater effectiveness at fundraising.

The third lesson learned is that increased collaboration creates the need for increased tolerance and understanding when working together. This is where managing diversity to produce its value-added effects comes into play. People who are used to doing things one way or largely, with one

group of people must learn to communicate and work together. We have seen that the benefits of doing so are enormous.

The final lesson is that diversity is not only the right thing to do and the self-interested thing to do, it is the thing we will do from now on. Yes, diversity is the right thing to do. People at Kansas State University want to do the right thing. We want to be fair and equitable. We believe in a sense of community, non-violence, and inclusion. We respect diversity and affirm differences.

Yes, diversity is the self-interested thing to do. The Kansas Board of Regents includes a diversity indicator in the institution's performance agreement, the standards of accrediting bodies set expectations regarding diversity, employers want more diverse graduates, and the general public has rising aspirations for each new generation that they might be able to go to college when previous generations could not.

But more and more, diversity is becoming one of the characteristics which will define the future of state universities. In November, 2011, Governors Jeb Bush and Jim Hunt hosted an international conference on the future of state universities in Dallas, Texas. Presidents, provosts, and other high-ranking representatives and designees were in attendance from all over the country. Speaker after speaker came before the group and described the impact of increasing diversity in the American population and what will happen if these populations do obtain post-secondary education and what will happen if they do not. As institutions of higher education, we must step up to the challenges associated with reaching and being successful with these populations, as these are the talent pools which will determine the long-term health and sustainability of our nation.

FROM HERE, WHERE?

With the support of the university President, the Provost, and the rest of the infrastructure for promoting diversity at Kansas State University, we are continuing to move forward. High priority items for spring 2012 include: (1) the retention of multicultural students; (2) planning for climate surveys in 2012-2013; and (3) goal-setting and strategic planning in support of Vision 2025.

We are continuing to move forward with fundraising, and we are increasing our efforts. New possibilities are being identified and pursued. Quite a few proposals will be written this spring. New awards are being negotiated even as this document is being written.

We will continue to work on the areas which need improvement the most. Benchmarking and the arrival of a new vice-provost will add value to our retention efforts university-wide, while the services of a human capital consultant will help us improve our search processes.

Most of all, we will continue this journey to becoming "the university of choice" for multiculturalism, diversity, and inclusion. We will work on all the recommendations contained in this report and generated in a retreat to gain greater impact through synergistic interactions. And though we have a long way yet to go, we are committed and encouraged, as we continue to move toward, "...a deeper realization of diversity at Kansas State University."

APPENDIX I

Job Description of the Associate Provost for Diversity and Dual Career Development

Kansas State University invites applications and nominations for the position of Associate Provost for Diversity and Dual Career Development. This position reports to and provides direct support to both the Provost (0.8 time) and the Vice President for Institutional Advancement (0.2 time).

Kansas State University is a land-grant institution that is committed to academic excellence and to enhancing multicultural diversity. The University embraces a multicultural philosophy and envisions a future grounded in the widest possible participation of all sectors of our society. Further, the University is committed to increasing the numbers of faculty and students of color and to strengthening the position of minorities on this campus.

The Associate Provost will provide leadership and support in (1) enhancing racial and cultural diversity across the campus; (2) building an inclusive campus climate that fosters academic excellence and understanding among diverse groups; (3) working with deans and department heads on recruitment and retention efforts for underrepresented faculty, staff and students; (4) working with students and multicultural student organizations; (5) coordinating and disseminating information to campus administration, faculty, staff, students and the public on multicultural affairs at K-State; (6) collaborating with deans and the KSU Foundation on grant and fundraising opportunities, developing partnerships with industry and minority-serving institutions, and managing programmatic initiatives that derive from these efforts; and (7) providing support to partners of faculty and staff members who are seeking employment on campus and/or in Manhattan and surrounding communities. Additional information about the activities supported by the Office of the Associate Provost can be found at <http://www.ksu.edu/ddcd>.

Qualifications sought: earned Ph.D. or terminal degree in the field of specialty, significant demonstrated administrative skills, experience in the area of cross-cultural communication and conflict resolution, commitment to the principles of equal opportunity and affirmative action, demonstrated expertise in bringing about compromise and consensus among diverse groups, responsible financial management skills, excellent written and oral communication skills, and familiarity with the principles and concepts associated with land-grant institutions.

APPENDIX II

President's Commission on Multicultural Affairs Membership Roster 2011-2012

1.	Laverne Bitsie-Baldwin	College of Engineering/MEP
2.	James M. Bloodgood	Faculty Senate, Management Department
3.	Mirta Chavez	Multicultural Programs and Services/Office of Diversity
4.	Anita Cortez	Student Life, Developing Scholars
5.	Duane W. Crawford	Associate Dean, Graduate School (DPP*)
6.	Ronnie Elmore	Associate Dean, College of Veterinary Medicine (DPP*)
7.	Lori Goetsch	Dean, University Libraries
8.	Myra Gordon	Associate Provost for Diversity, Chair
9.	Bette Grauer	Assistant Dean, College of Engineering (DPP*)
10.	Kathleen Greene	Student Life, McNair, Educational & Supportive Services
11.	David Griffin, Sr.	Associate Dean, College of Education (DPP*)
12.	Janel Harder	Classified Senate
13.	Roberta Maldonado-Franzen	Office of Affirmative Action
14.	Ali Malekzadeh	Dean, College of Business Administration
15.	Dawne Martin	Associate Dean, College of Business Administration (DPP*)
16.	Juanita McGowan	Assistant Dean, College of Arts & Sciences (DPP*)
17.	Shawna Jordan	Assistant Dean, College of Human Ecology (DPP*)
18.	Wendy Ornelas	Assistant Dean, College of Architecture, Planning & Design (DPP*)
19.	Rebeca Paz	Student Life, Pilots Program
20.	Lynda Spire	Assistant Dean, Division of Continuing Education
21.	Alysia Starkey	Assistant Dean, College of Technology & Aviation (DPP*)
22.	Barbara Steward	University Libraries
23.	LaBarbara Wigfall	College of Architecture, Planning and Design
24.	Zelia Wiley	Assistant Dean, College of Agriculture (DPP*)

*= Diversity Point Person

APPENDIX III

K-State Principles of Community

Kansas State University is a land-grant, public research university committed to teaching and learning, research, and service to the people of Kansas, the nation, and the world. Our collective mission is best accomplished when every member of the university community acknowledges and practices the following principles:

We affirm the inherent dignity and value of every person and strive to maintain an atmosphere of justice based on respect for each other.

We affirm the value of human diversity for community.

We affirm the right of each person to freely express thoughts and opinions in a spirit of civility and decency. We believe that diversity of views enriches our learning environment, and we promote open expression within a climate of courtesy, sensitivity, and mutual respect.

We affirm the value of honesty and integrity. We will operate with honesty in all professional endeavors and expect the same from our colleagues.

We acknowledge that we are a part of multiple communities, and we have an obligation to be engaged in a positive way with our civic partners.

We recognize our individual obligations to the university community and to the principles that sustain it. We will each strive to contribute to a positive spirit that affirms learning and growth for all members of the community.

APPENDIX IV

64-WAYS TO NONVIOLENCE

In 2003, many volunteers contributed to the creation of the following audio files, one for each of the 64 days in the Season for Nonviolence that are listed below, aimed to assist you in approaching three main areas of life: Personal, Interpersonal, and Community. You are welcome to read the text of each day, listen to the audio file of the text, and if you wish, download each of these MP3 files. We hope that they will inspire you to live in a nonviolent manner.

64 WAYS TO PRACTICE NONVIOLENCE

Used by the permission of A Season for Nonviolence-Los Angeles

We learn to practice nonviolence one step at a time, one choice at a time, one day at a time. Through our daily nonviolent choices and actions, the noble and courageous spirit within each of us expresses itself as the skills, wisdom and character of a nonviolent human being. This is how we each, in our own way, move the world in a direction of peace.

PERSONAL

Nonviolence begins by learning how to be less violent and more compassionate with ourselves. We learn by building the courage to speak and act with a respect, honor and reverence for our own being.

1. [Courage](#)

Eleanor Roosevelt urged, “You must do the things that you think you cannot do.” Practicing these 64 Ways will challenge you to do things that you think you cannot do. Today, light a candle and accept the courage to practice 64 Ways of living nonviolently.

2. [Smiling](#)

Buddhist teacher, Thich Nhat Hanh said, “If in our daily life, we can smile....not only we, but everyone will profit from it. This is the most basic kind of peace work.” Today, share a smile with at least three people, knowing that your smile contributes to peace.

3. [Appreciation](#)

Louise Hay says, “Praise yourself as much as you can....the love in our lives begins with us....loving yourself will help heal this planet.” Write down 10 things that you appreciate about yourself. Read aloud what you have written.

4. [Caring](#)

According to Peter McWilliams, “Nonviolence toward the self is caring for oneself. Self-love a crowning sense of self-worth ... it is what the Greeks call reverence for the self.” Real caring is not just what we say, but what we do. Make a list of at least five ways that you can take better care of yourself. Practice at least one today.

5. [Believing](#)

Author Wayne Dyer writes about the impact that our beliefs have on our daily lives. Today believe that you have all the resources to move your life in the direction of peace. Be aware of simple, peaceful responses you receive.

6. [Simplicity](#)

To simplify is to invite peacefulness. Think of three ways you can simplify your life and put at least one of them into practice today.

7. [Education](#)

Knowledge strengthens your conviction and deepens your wisdom and understanding. Learn about the power of nonviolence by educating yourself. Read an article, periodical or book; watch a video on a subject that relates to nonviolence. Learn about human rights, diversity, ecology, history, politics, forgiveness, spirituality, peace studies, biographies of heroes and more.

8. [Healing](#)

Writer, poet, activist, and professor Maya Angelou turned a traumatic childhood experience into a catalyst for creativity and achievement. Today, choose a painful incident in your life and find the “gift” it has given you. Consciously share this gift with others.

9. [Dreaming](#)

Martin Luther King, Jr., had a great dream. What is your own dream for peace? Write it down. What is one thing you can do to honor your dream? Do it today.

10. [Faith](#)

When Caesar Chavez was organizing farm workers, he challenged them to say, “Si, se puede” (yes, it is possible) when they didn’t know how they would overcome obstacles. Today, say, “Yes, it is possible,” even if you don’t know how your goal will be realized. Have faith and say, “it is possible,” until you find a way.

11. [Contemplation](#)

For at least three minutes, relax, breathe, and let your mind be fed by “whatsoever is good and beautiful.” Sacred scripture states, “as a man thinketh in his heart, so is he.”

12. [Groundedness](#)

Gandhi said, “To forget how to dig the earth and tend the soil is to forget ourselves.” And Black Elk said, “Some little root of the sacred tree still lives. Nourish it, that it may leaf and bloom and fill with singing birds.” Today place a seed in the earth or nurture a plant.

13. [Creativity](#)

The worse thing you can do to a human soul is to suppress its natural desire to create. Identify at least five ways in which you express your creativity everyday. Today, allow something unpredictable and joyous to express through you.

14. [Humility](#)

Making mistakes is a part of learning and growing, simply an “error in approach.” Today, freely

acknowledge at least one mistake you make and reflect for a couple of minutes on what you have learned.

15. [Reverence](#)

Environmentalist John Muir said, “Everybody needs beauty as well as bread, places to play in and pray in, where Nature may heal and cheer and give strength to body and soul.” Today go for a walk and realize the beauty around, above and below you.

16. [Gratitude](#)

On her show Oprah Winfrey frequently promotes the daily practice of gratitude. Begin the day by listing five things for which you are grateful and end it by sharing with one person all of the good things that happened to you today.

17. [Integrity](#)

Do the right thing. Spike Lee used these words as a title for one of his movies. When faced with a choice today, listen to your conscience. You know what’s right. Do it.

18. [Freedom](#)

Civil rights activist Diane Nash said, “Freedom, by definition, is people realizing that they are their own leaders.” Take a leadership role today in your own life. Find one way you can be more expressive of who you truly are.

19. [Acceptance](#)

“Resentment, fear, criticism, and guilt cause more problems than anything else,” says Louise Hay. Today, choose not to judge yourself (your looks, your capabilities, your expression). See yourself as unique, loving, capable and bright!

20. [Self-forgiveness](#)

When you judge yourself, you tend to believe that who you are is what you have done or not done, what you have or don’t have. Knowing that who you are is greater than all these things, today, forgive yourself for forgetting the good that is in you.

21. [Inspiration](#)

Think of at least two people who exemplify the practice of nonviolence. What is it you admire about them? Practice these behaviors today so that other people may be inspired.

22. [Mission](#)

“My life is my message,” says Gandhi. Write down what you want to stand for in your life. Note at least one way you can show, through action, that you stand for your beliefs. Take this action today.

23. [Prayer](#)

“Prayer from the heart can achieve what nothing else in the world can,” said Gandhi. Begin and end the day with a prayer for peace. Let peace begin with you.

INTERPERSONAL

In order to create a peaceful world, we must learn to practice nonviolence with one another in our day-to-day interactions.

24. [Harmony](#)

Choosing not to engage in any form of gossip today contributes to harmony. Today, choose to see the good in others rather than finding fault.

25. [Friendliness](#)

To humorist Will Rogers, strangers were simply friends he hadn't met. View those you encounter today in that light. Make a new acquaintance.

26. [Respect](#)

Gandhi taught, "Language is an exact reflection of the character and growth of its speakers." Today, respect yourself and others by choosing not to use any profanity or "put downs."

27. [Generosity](#)

Mother Teresa said, "There is a hidden poverty more pervasive than lack of money. It is the poverty of the heart." Find three ways to generously give of your time, attention and resources to others.

28. [Listening](#)

Today, stop what you are doing and take five minutes to listen to the feelings behind someone's words to you. Be fully present for the conversation and be interested in what the person is saying.

29. [Forgiveness](#)

When we forgive, we do not condone hurtful behavior. When we realize that there is something within us that is more important than this wounding experience, we are free to let go of the past and move on with our lives. Today, write a letter to forgive someone. You do not have to mail it.

30. [Amends](#)

Make amends today. Apologize to someone you may have hurt and mean your apology sincerely.

31. [Praising](#)

Appreciation helps people to grow. Offer praise to at least three people today for their personal qualities, achievements, or helpful service.

32. [Patience](#)

According to Caesar Chavez, "Nonviolence is not inaction ... It is hard work ... It is the patience to win." When your plans seemed delayed, choose to be patient by identifying at least three ways that you can constructively use this time to support your goal.

33. [Acknowledgment](#)

Tell someone today what a difference he or she has made in your life. Acknowledge that person for being there for you. Make this a day when you don't take people for granted.

34. [Love](#)

Gandhi wrote, “Nonviolence is based on the assumption that human nature ... unfailingly responds to the advances of love.” Today, focus on what you appreciate most about the person you like the least.

35. [Understanding](#)

Thich Nhat Hanh says, “When you understand, you cannot help but love...practice looking at all living beings with the eyes of compassion.” Send a silent thought of love to ten people today. Share your experience with someone.

36. [Mindfulness](#)

If we just act in each moment, with composure and mindfulness, each minute of our life is a work of art. Be aware of the motivation behind your action, the intention behind your words, and the needs and experiences of other people. By doing so, you are making life more beautiful for others.

37. [Graciousness](#)

When you are out driving today, be more courteous. Give others the right of way and stop and let pedestrians cross the street.

38. [Kindness](#)

Every day we hear of random and senseless acts of violence. Participate in the counter-revolution of kindness started by Anne Herbert. Perform three acts of kindness today.

39. [Dialogue](#)

Marianne Williamson describes a healthy society as one in which “those who disagree can do so with honor and respect for other people’s opinions, and an appreciation for our shared humanity.” In the Desiderata by Max Ehrmann, he says, “Speak your truth quietly and clearly and listen to others.” Today, speak up but do not enter into the spirit of argument.

40. [Unity](#)

Differences give variety to life and are often only on the surface anyway. Today look for three ways to see beyond outer differences in opinions, appearances, or goals. Find the meeting point of underlying unity that exists in diversity.

41. [Openness](#)

A Turkish proverb says, “He who builds himself a fence, fences out more than he fences in.” Today be open to understanding ideas and people that you have previously opposed.

42. [Accountability](#)

In conflicting situations, personal accountability allows us to take responsibility for how I contribute to the conflict. Today, take responsibility for how you contribute to a conflict and make a different choice that can lead to a peaceful resolution.

43. [Uniqueness](#)

Dale Carnegie says that the greatest need people have is for love and approval. Praise, compliment and honor the uniqueness of at least five people today. Notice the positive impact you make by

valuing the individuality of each one.

44. [Cooperation](#)

When we work together, we are stronger than when we work alone. Today, find one significant way that you can cooperate more effectively with the people in your family or workplace, school or community. Do it.

45. [Mastery](#)

Labor organizer Caesar Chavez teaches, “If you use violence, you have to sell part of yourself for that violence. Then you are no longer a master of your own struggle.” Breathe deeply, silently counting backwards from ten to calm yourself and cool off before you speak or act with impatience or anger. Do this at least once today.

46. [Compassion](#)

Mother Teresa implored us to “find someone who thinks he is alone and let him know that he is not.” Today, do as Mother Teresa suggests.

COMMUNITY

Nonviolence challenges us to stand for truth by taking action that honors the dignity and worth of every human being.

47. [Disarmament](#)

Have a conversation with someone today about what the world would be like if there were no weapons nor any need for them. Imagine such a world.

48. [Ecology](#)

Value the earth by conserving natural resources and avoiding the purchase of products that deplete rain forests or exploit labor forces. Practice recycling today by using at least one recycled product or by recycling a product.

49. Honor

Albert Einstein said, “There are only two ways to live your life. One is as though nothing is a miracle. The other is as if everything is.” Before each meal today, stop to honor all the hands that brought it to you and to bless the earth for its bounty.

50. [Choice](#)

Be aware today of any jokes or remarks that show disrespect toward ethnic groups, women or men, classes of people, religious groups, gays or lesbians. Be considerate of every person’s dignity, and choose not to participate in disrespectful conversation.

51. [Advocacy](#)

“When someone stands up to violence,” says Thich Nhat Hanh, “a force for change is released. Every action for peace requires someone to exhibit the courage to challenge violence and inspire love.” Today be an ally. Without blaming or judging others, speak out for those who are disrespected.

52. [Equality](#)

Have you ever noticed the groups of people who are under-represented in your activities and lifestyle? Find one way to connect with a person from these groups today.

53. [Action](#)

“Each of us can work to change a small portion of events and in the total of all those acts will be written the history of this generation,” said Robert Kennedy. Today, find a way to make one, small change that will contribute to the well-being of your home, school, workplace or community.

54. [Giving](#)

Practice generosity by sharing time, energy and material resources with those in need. Clean out your closet, bureau drawers, or garage. Are there things you aren’t using that might be of value to someone else? Today give away what you are no longer using.

55. [Responsibility](#)

The quality of your community starts with you. Take responsibility for the quality of your community wherever you are. Today, pick up trash that is not your own, whether at home, at the office, or on the street. Every little bit helps.

56. [Self-sufficiency](#)

People need the dignity of work and the opportunity to provide for themselves and their families. Economic self-sufficiency is a requirement for a nonviolent world. Today, create a job for someone or help someone to find employment (examples: help them with a resume or application. Help them make phone calls, dress appropriately, practice interviewing.)

57. [Service](#)

Dr. Martin Luther King, Jr. said, “Everybody can be great ... because anybody can serve ... You only need a heart full of grace and a soul generated by love.” Sign up to volunteer a minimum of two hours this month with an organization of your choice. Share your commitment with at least one person.

58. [Citizenship](#)

Robert Muller, former assistant secretary general to the UN, urges, “Use every letter you write, every conversation you have, every meeting you attend, to express your fundamental beliefs and dreams.” Today call or write one of your legislators and register your views.

59. [Intervention](#)

Alcohol and drug abuse is both a consequence and a cause of violence. Today have the courage to intervene in a caring way with someone who is using alcohol or drugs. Through your honest and straightforward communication, encourage them to get educated, get help, get sober and free from drugs.

60. [Witnessing](#)

“We are each other’s bond,” writes poet Gwendolyn Brooks. Those who practice nonviolence cannot close their eyes to injustice or cruelty. We are here to be a witness for justice and compassion. Today be willing to stand up for Truth by your presence, your words and actions.

61. [Peace](#)

An 11 year old writes, “Peace is a special thought or a special love or light or spark that we all share within ourselves.” Thich Nhat Hanh wrote, “Practice watering seeds of joy and peace and not just seeds of anger and violence, and the elements of war in all of us will be transformed.” Today, make a choice to meet each experience with an intention for peace.

62. [Commitment](#)

Spend five minutes reflecting on your commitment to nonviolence. Write down what it means to you and what you are willing to do as a consequence of your commitment to it. Make your commitment public by sharing it with at least 2 people.

63. [Release](#)

A Sufi proverb says, “When the heart weeps for what it has lost, the spirit laughs for what it has found.” Today look back on how far you have come during this 64 day journey. Release the weight of your past, judgments of yourself and others, and the idea that world peace is not possible by acknowledging that you do make a difference.

64. [Celebration](#)

Rejoice in the work that you have done. Celebrate the journey that you have made with countless others who believe that every individual can move the world in the direction of peace with their nonviolent choice and action. Margaret Mead said “Never doubt that a small group of thoughtful committed citizens can change the world; indeed it is the only thing that ever has.”

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APPENDIX V

Multicultural Student Organizations of the Office of Diversity

- African Student's Union (ASU)
- Asian American Student Union (AASU)
- American Indians in Science & Engineering (AISE)
- Black Student Union (BSU)
- Ebony Theater
- Hispanic American Leadership Organization (HALO)
- Lambda Theta Nu Sorority, Inc.
- League of Latin American Citizens (LULAC)
- M.A.N.R.R.S.
- Multicultural Business Student Association (MBSA)
- Multicultural Student Honor Society (MSHS)
- National Organization of Minority Architect Students (NOMAS)
- National Pan-Hellenic Council (NPHC)
- Alpha Kappa Alpha Sorority, Inc.
- Alpha Phi Alpha Fraternity, Inc.
- Delta Sigma Theta Sorority, Inc.
- Kappa Alpha Psi Fraternity, Inc.
- Omega Psi Phi Fraternity
- Phi Beta Sigma Fraternity, Inc.
- Sigma Gamma Rho Sorority, Inc.
- Zeta Phi Beta Sorority, Inc.
- National Society of Black Engineers (NSBE)
- Native American Student Association (NASA)
- Sigma Lambda Beta International Fraternity, Inc.
- Sigma Lambda Gamma National Sorority, Inc.
- Society of Hispanic Professional Engineers (SHPE)
- United Black Voices (UBV)
- Workers of Wisdom

APPENDIX VI

Key Aspects of the Dean's Leadership Role in Promoting Diversity at Kansas State University

1. Advocating for diversity and inclusiveness within the organizations.
2. Setting an example in leadership team meetings to ensure diversity is a regular topic of conversation.
3. Meeting with all search committees for faculty positions and setting the expectation that candidate pools will be diverse.
4. Actually hiring new faculty members from historically under-represented groups.
5. Helping to develop multicultural student recruitment efforts, hosting prospective student visits, participating in campus recruitment activities, and making recruitment visits to minority-serving institutions.
6. Being present at diversity events and programs.
7. Supporting the college's multicultural student organizations.
8. Supporting multicultural faculty and staff.
9. Providing funding for diversity initiatives, programs, and scholarships.
10. Creating the College Diversity Lecture series.
11. Serving on the PCMA, other diversity committees, and advisory boards of various multicultural programs.
12. Attending the Tilford Conference.
13. Creating and supporting the position of Diversity Point Person.
14. Working on diversity fundraising and helping to develop diversity-related grant proposals.
15. Accepting the responsibility for responsive action to civil rights reviews, accreditation visits, and other stakeholder feedback for improving diversity and providing continuous education to faculty, staff, and administrators.
16. Collaborating and coordinating with the Office of Diversity on diversity initiatives.

APPENDIX VII

Job Description for Diversity Point People

Introduction

The following list of duties defines the general parameters within which most people who are appointed to promote diversity at the college level function. The degree to which a Diversity Point Person engages in these functions depends upon the time available in the appointment to work on these issues, the readiness of the college to pursue various activities, the skill of the diversity point person himself or herself, the support of the dean, the priorities set by the Provost and Associate Provost for Diversity, and the issues deemed pressing at the college level. Additionally, it is a goal to have Diversity Point People working in a collaborative fashion to facilitate mutually beneficial outcomes, to identify best practices, and to create the synergy necessary to move Kansas State University to the next level in its pursuit of Top Ten status in diversity.

The Associate Provost for Diversity is the team leader for Diversity Point People. The team leader will hold monthly meetings for Diversity Point People to assist in the coordination of university-wide efforts, to promote the professional development of Diversity Point People, to identify issues and strategic opportunities, and to support this critical part of the University's human infrastructure for the promotion of institutional diversity.

List of Functions

- Assist in the creation of a college strategic plan for diversity that is aligned with the university's Strategic Plan for Diversity.
- Coordinate the college diversity committee or act in the capacity of staff support/dean's liaison.
- Assist in the recruitment and retention of multicultural faculty, staff and students.
- Assist in identifying and working with Faculty Diversity Fellows, in the colleges where this is appropriate.
- Promote curriculum transformation (cutting edge pedagogy; infusion of Tilford competencies, internationalization, etc.).
- Assist in fundraising efforts to support the college's strategic plan for diversity and the university's plan, as appropriate.
- Assist with special initiatives and projects/events, as requested.
- Attend the coordinating meetings for college Diversity Point People organized by the Associate Provost for Diversity.

APPENDIX VIII

Key Aspects of the Role of Diversity Point People at Kansas State University

1. Developing and implementing recruitment efforts and specialized recruitment materials aimed at multicultural students.
2. Developing diversity awareness and competencies training for students, faculty, and staff.
3. Networking with HSI's, HBCU's, Native American-Serving Institutions, area community colleges, high schools, and middle schools.
4. Securing grant funding and corporate giving for diversity programs and scholarships.
5. Advising and supporting the college's multicultural student organizations.
6. Fostering the leadership and personal development of under-represented students.
7. Developing and implementing transition/retention activities for under-represented students, such as coordinating advisement and student service functions.
8. Developing strategies to improve success in identifying and hiring minority faculty and staff.
9. Networking and collaborating with other college university diversity programming efforts.
10. Chairing and coordinating the efforts of the college diversity committee.
11. Serving on the PCMA, university committees, and state and regional committees.
12. Planning and implementing diversity education programs and events.
13. Assessing college climate and student challenges.
14. Preparing diversity reports for the college and university.
15. Developing and maintaining the diversity portion of the college website.
16. Supporting scholarly efforts directed toward developing an effective learning environment.
17. Supporting the success of women in pursuing their interests in engineering and science.

18. Providing leadership for the design and implementation of strategies to advance diversity.
19. Supporting equity for faculty, staff, and students.
20. Coordinating special grant or gift-funded programs for historically under-represented students.
21. Collaborating with the Director of Dow MRC on programming and outreach efforts.
22. Liasoning between the College, and University diversity committees, programs, and initiatives.
23. Supporting multicultural curriculum transformation.
24. Promoting campus-wide diversity events and programs.
25. Being an active part of a network of diversity leaders on campus that work closely with the Associate Provost for Diversity.

APPENDIX IX

Diversity Point People Membership Roster FY 2011-2012

Agriculture	Dr. Zelia Wiley Assistant Dean	zwh@ksu.edu 785-532-5793
Architecture, Planning and Design	Dr. Wendy Ornelas Assoc. Dean/Professor	wornelas@k-state.edu 785-532-5950
Arts and Sciences	Dr. Juanita McGowan Asst. Dean/Assoc. Prof	blessing@ksu.edu 785-532-6900
Business Administration	Dr. Dawne Martin Assistant Dean	dmartin@ksu.edu 785-532-4383
Education	Dr. David Griffin, Sr. Asst. Dean/Associate Professor	dlgriff@ksu.edu 785-532-5770
Engineering	Bette Grauer Assistant Dean	grauerb@ksu.edu 785-532-5592
Human Ecology	Dr. Shawna Jordan Asst. Dean/Director of Athletic Training Program	jordan@ksu.edu 785-532-0151
Library	Michelle Bowen Director of Human Resources	mibowen@ksu.edu 785-532-5671
Technology and Aviation	Dr. Alysia Starkey Associate Professor	astarkey@ksu.edu 785-826-2616
Veterinary Medicine	Dr. Ronnie Elmore Associate Dean/Professor	elmore@ksu.edu 785-532-5660
Graduate School	Duane W. Crawford, Jr. Associate Dean	dcrawfor@ksu.edu 785-532-3128

APPENDIX X

Diversity in Vision 2025

K-State 2025: A Visionary Plan for Kansas State University

Our Mission, Vision, and Goals

Mission

The mission of Kansas State University is to foster excellent teaching, research, and service that develop a highly skilled and educated citizenry necessary to advancing the well-being of Kansas, the nation, and the international community. The university embraces diversity, encourages engagement, and is committed to the discovery of knowledge, the education of undergraduate and graduate students, and improvement in the quality of life and standard of living of those we serve.

Visionary Goal

By 2025, Kansas State University will be recognized as one of the nation's Top 50 Public Research Universities.

Thematic Goals

Research, Scholarly and Creative Activities, and Discovery

Create a culture of excellence that results in flourishing, sustainable, and widely recognized research, scholarly and creative activities, and discovery in a variety of disciplines and endeavors that benefit society as a whole.

Undergraduate Educational Experience

Build a connected, diverse, empowered, engaged, participatory culture of learning and excellence that promotes undergraduate student success and prepares students for their professional, community, social, and personal lives.

Graduate Scholarly Experience

Advance a culture of excellence that attracts highly talented, diverse graduate students and produces graduates recognized as outstanding in their respective professions.

Engagement, Extension, Outreach, and Service

Be a national leader and model for a re-invented and transformed public research land-grant university integrating research, education, and engagement.

Faculty and Staff

Foster a work environment that encourages creativity, excellence, and high morale in faculty and staff, responds to changing needs, embraces diversity, values communication and collaboration, and is respectful, trusting, fair, and collegial for all.

Facilities and Infrastructure

Provide facilities and infrastructure that meet our evolving needs at a competitive level with our benchmark institutions and are an asset to recruit and retain quality students, faculty, researchers, and staff.

Athletics

Strengthen the interconnectivity between intercollegiate athletics and the campus community to prepare our student-athletes for success in school, in sport, and after graduation and benefit our university, community, and state.

Common Elements

- Diversity
- International
- Sustainability
- Communications and Marketing
- External Constituents
- Culture
- Funding
- Technology

APPENDIX XI

The 2008-2013 Strategic Plan for Diversity

- I. Leadership, Planning and Accountability for Institutional Diversity
 - A. Expect senior administrators to lead and support campus diversity efforts.
 1. Champion diversity, multiculturalism and inclusion as values to be upheld in all university activities and operations.
 2. Maintain the inclusion of diversity and multiculturalism in the university mission statement and all strategic planning documents.
 3. Maintain and strengthen the position of Associate Provost for Diversity and Dual Career Development.
 4. Maintain and increase support for the Office of Diversity and Dual Career Development.
 - B. Expect deans and appropriate administrators to lead diversity efforts within all university units.
 - C. Establish a Diversity Point Person in every college, preferably an assistant or associate dean.
 - D. Hold all deans and appropriate administrators accountable for developing and implementing college and non-academic unit strategic plans for diversity.
 1. Ensure that these plans reflect and contribute meaningfully to the university's strategic plan for diversity.
 2. Expect university leaders at this level to work closely with the Office of Diversity and Dual Career Development and to assist with and support efforts of Diversity Point People, diversity committees, and departments/units.
 3. Hold department heads and unit supervisors accountable for contributing to diversity efforts
 - E. Establish and/or maintain a Diversity Committee in every college.
 1. Make the Diversity Committee a formal part of the college governance structure.
 2. Include representation from all levels of the organization on the Diversity Committee

F. Maintain biannual reporting on diversity outcomes and extend the reporting methodology to all areas of the campus.

1. Make the Diversity Committee a formal part of the college governance structure.
2. Include representation from all levels of the organization on the Diversity Committee

II. The Recruitment and Retention of Historically Under-represented Students

- A. Assess and evaluate existing recruitment efforts aimed at historically under-represented students in every.
- B. Develop recruitment plans that include diverse student recruiters, targeted student recruitment materials, support for travel to regional and national venues for recruitment of historically under-represented and diverse student candidates, and that capitalize on the geographical patterns of greatest multicultural presence in the state of Kansas.
- C. Increase the number and value of scholarships to recruit and retain multicultural students.
1. Create scholarships that are both merit and needs-based.
 2. Create scholarships for graduate as well as undergraduate students.
- D. Assess and evaluate existing retention efforts aimed at historically under-represented students.
- E. Implement consistent, comprehensive, collaborative, best-practice student support mechanisms.
- F. On a biannual basis, produce student retention and graduation reports broken down by department, major, race/ethnicity, and gender.
- G. Train and reward faculty for providing support, advisement, and mentorship to historically under-represented students.

III. Recruitment and Retention of Historically Under-represented Faculty and Staff

- A. Modify the traditional culture and practices associated with the search process. Focus this effort on the traditional tenure-track faculty search process.
1. Incorporate into the traditional faculty search process the best practices for

increasing the probability of producing diverse hiring outcomes (attached).

2. Include in the evaluation of all job candidates an assessment of sensitivity to and experience with various diverse groups.
 3. Enhance the campus visit/interview experience of multicultural candidates by including multicultural faculty and staff in open forums and receptions, and/or by including appointments with the Associate Provost for Diversity.
 4. Whenever possible, utilize multicultural realtors to showcase Manhattan and the surrounding community.
- B. Through the Office of Diversity, provide central funding to help campus units recruit more faculty and staff from historically under-represented groups.
- C. Establish an ABD Scholars Program to attracts historically under-represented students, to mentors them through to the completion of their dissertations (and in veterinary medicine, through board certification in a specialty area), and to offer them tenure-track positions within our departments upon graduation, as appropriate.
1. Fund the program adequately.
 2. Be creative in finding ways to make the K-State program more attractive than similar programs competing nationally for the best multicultural and female ABD scholars.
- D. Establish a Target of Opportunity Program (TOP) which enables academic departments to hire historically under-represented scholars as the opportunities present themselves.
- E. Select, train and reward existing faculty and staff to mentor new faculty and staff from historically under-represented groups.
- F. Hold off-site weekend retreats/camps to assist new multicultural faculty with research or writing techniques, or to start or finalize a scholarly paper.
- G. Make every effort to retain historically under-represented faculty and staff. Establish a campus-wide culture of acceptance for and encouragement of historically under-represented and diverse populations such that other opportunities elsewhere become a moot consideration.
- H. Expect deans to position and strongly support Diversity Point People in their work related to the recruitment and retention of historically under-represented faculty and staff.

IV. Multicultural Curriculum Transformation

- A. At the departmental and college levels, assess and evaluate each new course relative to its multicultural and diverse content.
- B. Create expectations and rewards that motivate and empower faculty to enhance their existing courses with more multicultural and diverse content and to improve teaching effectiveness.
- C. Support the multicultural curriculum transformation efforts of the Tilford Group, the Center for the Advancement of Teaching and Learning, the Dow Multicultural Resource Center, and the subject librarians.
- D. Offer more Tilford Faculty Incentive Grants across the university.
- E. Conduct faculty development workshops related to multicultural curriculum transformation.
- F. Create an assessment methodology for the Tilford competencies/diversity learning outcomes.

V. Diversity Partnerships in Higher Educations

- A. Develop faculty exchange programs to enhance the cultural competence of K-State faculty and to increase the presence of diverse faculty on the KSU campus.
- B. Develop collaborative programs with HBCUs¹, HSIs, NASIs, other historically under-represented academic institutions, and international partners to build relationships with people who can enrich our research, teaching, and recruitment of students and personnel.
- C. Solidify and increase the funding to support special diversity partnership initiatives.
- D. Sponsor special summer research and learning opportunities for HBCU, HSI, and NASI students as one way to recruit them for programs that do not exist in their home institutions.
- E. Enhance scholarship opportunities to enable historically under-represented students to study abroad.
- F. Expand low cost university temporary housing facilities like the Edwards Hall apartment and Brockman House to accommodate visiting graduate students and

¹ HBCU = Historically Black Colleges and Universities; HSI = Hispanic-serving Institutions (a student population of at least 25% Hispanics); NASI = Native American Serving Institution

faculty. Prioritize space for historically under-represented students and faculty.

- G. Develop meaningful and coordinated relationships with Kansas community colleges.
- H. Increase international diversity partnerships in higher education in developing countries.

VI. Fundraising for Diversity

- A. Enhance the commitment of the KSU Foundation to diversity fundraising.
- B. Position the Office of Diversity and Dual Career Development, working with the KSU Foundation and constituent fundraisers, as a center of communication and collaboration for university diversity fundraising efforts.
- C. Pursue corporate and foundation funding opportunities, program and research grants, and individual donors to expand the funding base for enhancing institutional diversity.

VII. Enhancing the Community, Climate and Centrality of Diversity at Kansas State University

- A. Expect administrators and supervisors to act swiftly, definitively, and appropriately in addressing problems, offensive interpersonal behavior, and critical incidents.
- B. Ensure that all procedures for appeal, grievance and dispute resolution are known to under-represented faculty, staff and students and to work to engender a sense of confidence and trust in the system.
- C. Adequately fund major campus events for multicultural students, such as the Big XII Council on Black Student Government, regional HALO conferences, etc.
- D. Hold the Diversity Summit annually.
- E. Develop a free-standing Multicultural Center at Kansas State University.
- F. Assess and evaluate the climate for diversity in every unit and use the results as a basis for diversity training and continuous improvement.
- G. Build/enhance various faculty, staff and student affinity groups across campus.
- H. Provide more training on climate for the campus. Deal with the issues in more depth and on a regular basis to produce more acceptance of diversity.

- I. Diversity action plans should be developed by all campus units to be implemented locally with guidance and support from the Office of Diversity and Dual Career Development.
- J. Enhance support to the growing number of multicultural student organizations. Maintain and increase support for the Multicultural Student Organizations Office.
- K. Complete the Coretta Scott King Gardens of Engagement.
- L. Provide learning environments outside of the classroom in which students can interact, learn, and become culturally competent.
- M. Through the Office of Diversity, provide more information about K-State diversity on a central website.
- N. Always strive to conduct university operations in an equitable and just manner.

VIII. Faculty and Staff Scholarships on Diversity Topics

- IX. Awards for Diversity Excellence
- X. Multicultural Alumni Engagement
 - A. Mobilize and engage multicultural alumni in the advancement of diversity at K-State.
 - B. Continue to work collaboratively with the K-State Alumni Association to enhance multicultural alumni engagement.

APPENDIX XII

Key Functions of Diversity Committees at Kansas State University

1. Compiling information for reports.
2. Attending the university-wide meetings for diversity committees.
3. Promoting and participating in university-wide diversity events such as MLK Week, CCHW, Black History Month, etc.
4. Planning and executing college diversity events, potluck luncheons, and diversity lectures.
5. Planning multicultural student focus groups to assess experiences and obtain suggestions for improvement.
6. Awarding scholarships.
7. Providing review and input on the University Strategic Plan for Diversity.
8. Participating in multicultural student recruitment efforts.
9. Increasing diversity in the college Alumni Board.
10. Providing representation on departmental search committees.
11. Attending the Tilford Conferences.
12. Collaborating with the PCMA, Tilford Group, and other university-wide diversity committees.
13. Facilitating the creation of the diversity website for the college.
14. Holding periodic meetings with the Associate Provost for Diversity.

APPENDIX XIII

The Tilford Multicultural Competencies

Multicultural Competency Development: Preparing Students to Live and Work in a Diverse World

Multicultural competency is defined as the knowledge, skills and personal attributes needed to live and work in a diverse world. Kansas State University acknowledges the importance of helping students develop these multicultural competencies. In 2000-2001 the Tilford Group conducted focus groups with faculty and students. The following synthesis of multicultural competencies was compiled as a result of what was learned from those and subsequent discussions.

I. Knowledge -- Awareness and understanding needed to live and work in a diverse world.

- **Cultural Self** -- The ability to understand one's ethnic identity and how it influences identity development.
- **Diverse Ethnic Groups** -- Knowledge of diverse ethnic groups and their cultures.
- **Social/Political/Economic/Historical Frameworks** -- Awareness of how social, political, economic and historical issues impact race and ethnic relations in the world.
- **Changing Demographics** -- Understanding population dynamics related to ethnic minority and majority citizens.
- **Diversity Implications for Career**--Understanding how diversity impacts the academic discipline, career and professional development.

II. Personal Attributes -- Traits needed by those who live and work in a diverse world.

- **Flexibility** -- The ability to respond and adapt to new and changing situations.
- **Respect** -- An appreciation for those who are different from one's self.
- **Empathy** -- The ability to understand another person's culture by listening to and understanding their perspective.

III. Skills -- Behaviors and performance tasks needed to live and work in a diverse world.

- **Cross Cultural Communication** -- Verbal and nonverbal communication skills in interaction with those who are culturally different from one's self.
- **Teamwork** -- The ability to work in culturally diverse groups toward a common goal.
- **Listening** -- The intention and ability to attend to what others are saying.
- **Conflict Resolution** -- The ability to resolve cultural conflicts that occur between individuals and groups.
- **Critical Thinking** -- The ability to use inductive and deductive reasoning to understand diverse perspectives.
- **Language Development** -- The ability to speak and write more than one language.
- **Leadership Development** -- The ability to provide multicultural leadership.

Appendix XIV: Diversity Partnerships in Higher Education

College	Dept.	# Faculty	#Students	Nature of Program	Site	Break down	Populations Targeted
AG				hired director of int'l agriculture programs		a	1890 institutions
AG	AGRN			recruited/enrolled 2 grad students		a	1890 institutions
BUS				on-going partnership. MBA recruitment	Grambling University	a	1890 institutions
CHE		1 fac/adm		formal/inf communication with national org.		a	1890 institutions
VET MED		1 faculty		visit to Oakwood Univ.	Alabama, Huntsville	a	1890 institutions
VET MED				accepted students from Tuskegee U	Alabama-Tuskegee Univ.	a	1890 institutions
AG	KSRE/ DPO			recruited/enrolled 10 multicultural students	Texas, Prairie View A&M U	a	1890 institutions
AG	AGRN			recruited/enrolled 2 grad students		a	other black institutions
AG				recruited/enrolled 5 grad students		a	other black institutions
CHE		1 fac/adm		formal/inf communication with national org.		a	other black institutions
ENGG				recently established more formal links		a	other black institutions
ENGG				recently established more formal links		a	other black institutions
STUDLIF				vacancies adv through HBCU listservs		a	other black institutions
STUDLIF				collaborate with Virginia St. Univ. for upward bound programs tours	Langston University	a	other black institutions
STUDLIF	Rec Srv			partnership: Natl Intramural & Rec Sports Assn.		a	other black institutions
STUDLIF	Union			person serves on HBCU Adv Comm		a	other black institutions
STUDLIF				1 KSSU person: informal mentoring	Lincoln University	a	other black institutions
STUDLIF				exchange/site visit occurred	Lincoln University	a	other black institutions
TECHAVIA				aviation meteorology course delivered		a	other black institutions
TECHAVIA				partnership for aviation	Tuskegee University	a	other black institutions
TECHAVIA				reciprocal adjunct faculty appointments		a	other black institutions

AG				annual recruitment outreach	Kansas (southwest)	b	Hispanic-serv. inst.
AG				border/immigration research	New Mexico State Univ.	b	Hispanic-serv. inst.
BUS				exploring joint programs potential	Garden City & Seward CC	b	Hispanic-serv. inst.
BUS		1 faculty		student/faculty exchange attempt	Texas, McAllen-Pan-Am U	b	Hispanic-serv. inst.
ENGG				recently established more formal links		b	Hispanic-serv. inst.
STUDLIF	AAC/ Pilots	1 faculty		outreach to Western KS community coll.		b	Hispanic-serv. inst.
VET MED				visit to U of Texas	Texas-U of Texas-El Paso	b	Hispanic-serv. inst.
VET MED				visit to U of Texas	Texas-U of TX - Arlington	b	Hispanic-serv. inst.
AG	HORT	1 faculty		working relationship with Haskell Indian Nation & Prairie Band of Pott. Nation		c	1994 institutions
CAPD				annual recruitment outreach	Kansas-Haskell University	c	1994 institutions
CHE		1 faculty		incipient recruitment	Oklahoma	c	1994 institutions
ENGG				recently established more formal links		c	1994 institutions
STUDLIF	DoSL			staff attended diversity conference	Kansas-Haskell University	c	1994 institutions
TECHAVIA		1 faculty		recruitment		c	1994 institutions
VET MED				contact with Haskell	Kansas-Haskell University	c	1994 institutions
AG	HORT	1 faculty			Ghana	d1	International-Africa
AG	PP	2 faculty		visiting researchers	Malawai & Zambia	d1	International-Africa
AG	AG ECON			co-teaching, joint research, educ pgms	Uganda - Makerere Univ	d1	International-Africa
AG				partnered projects, work done abroad	Senegal-Sch of Vet Med	d1	International-Africa
AG				partnered projects, work done abroad	Senegal, Dakar - Univ. Cheikh Anta Diop	d1	International-Africa
AG				partnered projects, work done abroad	Mali, Bamako - Centre Regional de la Recherche Agronomique de Sotuba	d1	International-Africa

AG				partnered projects, work done abroad	Institut de l'Environnement et de Recherchs Agricoles, Bobo-Dioulasso	d1	International-Africa
AG				partnered projects, work done abroad	Niger, Niamey - Natl Inst of Agronomic Res in Niger	d1	International-Africa
AG				partnered projects, work done abroad	Nigeria, Maiuguri - Univ of Maduguri-Borno St	d1	International-Africa
BUS		2 faculty		USAID grant to develop stu & fac exchange	Nigeria-Univ. of Lagos	d1	International-Africa
CAPD	CP	1 faculty		exploring collaboration potential	South Africa & Botswana	d1	International-Africa
CES				partnership & project impact	Nigeria-Univ. of Lagos	d1	International-Africa
CES				staff met visitors: discuss career serv	Nigeria-Univ. of Lagos	d1	International-Africa
CHE	ATID				South Africa, West. Cape	d1	International-Africa
CHE	FSHS	1 faculty	3-4 students		Kenya	d1	International-Africa
CHE	HN	2 faculty	2 students		Kenya & Zambia - Jomo Kenyatta University	d1	International-Africa
STUDLIF	AAC			moral/financial supp:student in int'l comm serv pgm	Botswana	d1	International-Africa
				\$34,000 support for one grad student	Niger	d1	International-Africa
BUS		1 faculty		thinking stage of partnership	Trinidad & Tabago	d2	International-Caribbean
AG	GRSI			MOA for short courses	Costa Rica	d3	Intn'l.-Latin America
AG				\$25,000 support for grad student	Costa Rica	d3	Intn'l.-Latin America
AG	PP			adjunct faculty	Colombia-Intl Ctr Trop Ag	d3	Intn'l.-Latin America
AG	PP	3 faculty		researcher training workshop	Argentina - 2010	d3	Intn'l.-Latin America
AG	AG ECON			co-teaching, joint research, educational programs	Uruguay, Montevideo - ORT University	d3	Intn'l.-Latin America

AG				partnered projects, work done abroad	Nicaragua, Managua - Natl Univ of Ag	d3	Intn'l.-Latin America
BUS		1 faculty		unfunded grant to create certificate program will be re-submitted	Mexico - Univ Popular Auto del Estado de Puebla	d3	Intn'l.-Latin America
CAPD		3 faculty		preliminary partnership effort	Mexico	d3	Intn'l.-Latin America
CAPD				continuing involvment	Costa Rica-Unv del Diseno	d3	Intn'l.-Latin America
CAPD		1 faculty		discussions recently initiated	Honduras	d3	Intn'l.-Latin America
CAPD		1 faculty		intersession study trip	Peru	d3	Intn'l.-Latin America
CAPD				potential faculty and student exchanges initiated by emeritus faculty	Paraguay-Univ del P'guay	d3	Intn'l.-Latin America
CHE	HMD			faculty from abroad visited	Costa Rica & Peru	d3	Intn'l.-Latin America
CHE	FSHS	4 fac/adm		faculty/admins from abroad visited	Mexico	d3	Intn'l.-Latin America
CHE	HN			Argentina guest speaker	Argentina	d3	Intn'l.-Latin America
LIBS		1 faculty		partnership between Emporia State & Paraguay Partners project	Paraguay	d3	Intn'l.-Latin America
STUDLIF	AAC/ Pilots	1 faculty		presentation	Mexico - Mexico City Univ	d3	Intn'l.-Latin America
STUDLIF				staff advised int'l service program at orphanage	Brazil	d3	Intn'l.-Latin America
AG	PP			adjunct faculty	Philippines - Rice Res Inst	d4	Intn'l-Asia & Pacific Rim
AG	PP			adjunct faculty	Australia, Sydney - Royal Botanica Gardens	d4	Intn'l-Asia & Pacific Rim
AG	PP	1 faculty		dev MOU: summer study by Korean student	South Korea-Seoul Ntl Unv	d4	Intn'l-Asia & Pacific Rim
AG	GRSI			lectures abroad & potential stu contacts	China	d4	Intn'l-Asia & Pacific Rim
AG	GRSI			MOA for short courses	India	d4	Intn'l-Asia & Pacific Rim
AG				incipient collaborations	Thailand	d4	Intn'l-Asia & Pacific Rim
AG	PP	3 faculty		researcher training workshop	Malaysia - 2008	d4	Intn'l-Asia & Pacific Rim

AG	AG ECON			co-teaching, joint research, educational programs	Russia - Moscow State	d4	Intn'l-Asia & Pacific Rim
AG	AG ECON			co-teaching, joint research, educational programs	Thailand, Bangkok - Kasetsart University	d4	Intn'l-Asia & Pacific Rim
AG	AG ECON			co-teaching, joint research, educational programs	New Zealand - Lincoln Univ	d4	Intn'l-Asia & Pacific Rim
AG	AG B94ECON			co-teaching, joint research, educational programs	India - Punjab Ag Univ	d4	Intn'l-Asia & Pacific Rim
BUS		1 fac/adm		individual faculty exchange	Taiwan - National Taiwan Univ - Science & Tech	d4	Intn'l-Asia & Pacific Rim
BUS		1 fac/adm		2 visits, several student exchanges	Taiwan - Yuan-Ze Univ	d4	Intn'l-Asia & Pacific Rim
BUS				faculty visits both ways	Chung-Hua University	d4	Intn'l-Asia & Pacific Rim
BUS		2 fac/adm		faculty visit to discuss potential exchange	China, Beijing- Soochow U	d4	Intn'l-Asia & Pacific Rim
BUS		2 fac/adm		faculty visit to discuss potential exchange	China, Beijing - Yangzhou U	d4	Intn'l-Asia & Pacific Rim
BUS		2 fac/adm		faculty visit to discuss potential exchange	China, Beijing - Capital Univ of Business & Econ	d4	Intn'l-Asia & Pacific Rim
BUS		1 fac/adm		USAID grant partnership	Afghanistan - Kabul Univ+F123	d4	Intn'l-Asia & Pacific Rim
BUS		1 fac/adm		satellite campus potential	United Arab Emirates - Dubai	d4	Intn'l-Asia & Pacific Rim
BUS		1 fac/adm		develop student exchange agreement	Saudi Arabia, Riyadh - Prince Sultan University	d4	Intn'l-Asia & Pacific Rim
CAPD				'many' past/present grad students	India/Pakistan,/ Bangladeh	d4	Intn'l-Asia & Pacific Rim
CAPD		2 faculty		involved in World Bank grant	Afghanistan, Kabul; United Arab Emirates, Turkey	d4	Intn'l-Asia & Pacific Rim
CAPD		2 faculty		trying to establish relationships with United Arab Emirates and Turkey	Afghanistan, Kabul; United Arab Emirates, Turkey	d4	Intn'l-Asia & Pacific Rim
CAPD		1 faculty		presented at conferences	Australia	d4	Intn'l-Asia & Pacific Rim
CAPD		1 faculty		presented at conferences	New Zealand	d4	Intn'l-Asia & Pacific Rim
CAPD		1 faculty		presented at conferences	Kuala Lumpur	d4	Intn'l-Asia & Pacific Rim

CAPD				students have studied in W. Australia	Australia, U of W Australia	d4	Intn'l-Asia & Pacific Rim
CAPD		1 fac/adm		participant: SoK delegation & lectured	China, People's Republic	d4	Intn'l-Asia & Pacific Rim
CHE	ATID			study abroad there	India, Delhi	d4	Intn'l-Asia & Pacific Rim
CHE	FSHS	1 faculty			Malaysia	d4	Intn'l-Asia & Pacific Rim
CHE	HN	1 faculty	8 students		South Korea	d4	Intn'l-Asia & Pacific Rim
CHE	HN	1 faculty	9-11 students		Thailand, Bangkok - Kasetsart University	d4	Intn'l-Asia & Pacific Rim
CHE	HN & FSHS	4 faculty	2 students	faculty and grad students went to China	China	d4	Intn'l-Asia & Pacific Rim
CHE	HN & FSHS	4 faculty	2 students	delegaton at K-State for preliminary exchange	South China Normal Univ	d4	Intn'l-Asia & Pacific Rim
CHE	HN & FSHS	4 faculty	2 students	faculty rep met with potential+E137 students		d4	Intn'l-Asia & Pacific Rim
CHE	HMD			faculty visit from there to here	Russia	d4	Intn'l-Asia & Pacific Rim
CHE	HMD	faculty	6 students	3 stu from SK to here and 6 stu to SK	South Korea, Seoul - Kyung Hee University	d4	Intn'l-Asia & Pacific Rim
CHE	HMD			grad student involved in project	South Korea, Seoul - Kyung Hee University	d4	Intn'l-Asia & Pacific Rim
CHE	HMD			3 students from Hong Kong to K-State	Hong Kong - Hong Kong Polytechnic University	d4	Intn'l-Asia & Pacific Rim
LIBS		1 faculty		facilitated presentation by Afghanistan Embassy Officer, with OIP	Afghanistan	d4	Intn'l-Asia & Pacific Rim
LIBS		1 faculty		facilitated culture/etiquette session w/ Ft. Riley	Southwest Asia	d4	Intn'l-Asia & Pacific Rim
STUDLIF	AAC			partnership with Kauffman Scholars Inc.		z	Div. Part'ships w/Corps.
STUDLIF	CES			facilitated contact between corporate reps & diversity champion groups		z	Div. Part'ships w/Corps.
STUDLIF	CES	1 fac/adm		provided forum to address CES Employer Advisory Board meeting		z	Div. Part'ships w/Corps.
STUDLIF	CCD			partnership w/Army Childcare in Your Neighborhood for military spousal student		z	Div. Part'ships w/Corps.

STUDLIF	DSS			sponsored annual disability awareness events & located funding for them		z	Div. Part'ships w/Corps.
STUDLIF	Union			seeks business w/minority-owned busn		z	Div. Part'ships w/Corps.
STUDLIF	Union			solicits sponsorship of Little Apple Jazz Festival		z	Div. Part'ships w/Corps.
PROVO		2 faculty		on-going support/activities/ initiatives		z	Diversity part'ship in HE
CAPD				study abroad program for 17 years	Italy - Castiglion Fiorentino and Oriveto	z	Intn'l. Stud Abrd & SrvLrn
CAPD				student exchange program for 12 years	Czech Republic, Prague - Czech Technical University	z	Intn'l. Stud Abrd & SrvLrn
CAPD				faculty and student exchange	Germany, Trier - Fachhochschule Trier, University of Applied Science	z	Intn'l. Stud Abrd & SrvLrn
CAPD				Denmark International Study Program (DIS) study abroad for semester	Denmark	z	Intn'l. Stud Abrd & SrvLrn
CAPD					Finland, Helsinki - Teknillinen Korkea Kouvola	z	Intn'l. Stud Abrd & SrvLrn
CHE				undergrads involved: 34 (FY 2006), 88 (FY 2007), 55 (FY 2008) grads involved: 10 (FY 2008) scholarships provided: 10 \$1000 (\$10,000) scholarships (FY 2008) scholarships intended: 20 \$1000 (\$20,000) scholarships (FY2009) additional & non-K-State international experiences: 37% of seniors (FY2008)	Spain, Mexico, Northern Ireland, South Korea, France, Italy, Czech Republic, Australia, New Zealand, Costa Rica, United Kingdom, Greece, Peru, Japan, Kenya, Zambia	z	Intn'l. Stud Abrd & SrvLrn
ENGG				undergraduate students attended	several international univ	z	Intn'l. Stud Abrd & SrvLrn
GAANN				graduate awards		z	Intn'l. Stud Abrd & SrvLrn

GRADSCH				works with faculty, groups, programs in development support		z	Intn'l. Stud Abrd & SrvLrn
IGERT				NSF's integrative Graduate Education and Research Traineeship Program		z	Intn'l. Stud Abrd & SrvLrn
STUDLIF	DSS			works with colleges students transfer from	Haskell, Paraguay, and Saudi Arabia, e.g.,	z	Intn'l. Stud Abrd & SrvLrn
STUDLIF	DSS			works with natl assns to assist students		z	Intn'l. Stud Abrd & SrvLrn
SUROP				Summer Undergraduate Research Program, preference to under-represented students		z	Intn'l. Stud Abrd & SrvLrn
AG	AG ECON			co-teaching, joint research, educ pgms	France, Toulouse - Purpan	z	other
CHE				Other guests	Netherlands	z	other
					Breakdown Key		
					a. Historically Black Colleges and Universities		
					b. Hispanic Serving Institutions		
					c. Tribal Colleges and Universities		
					d. International Institutions in:		
					d1. Africa		
					d2. The Caribbean		
					d3. Latin America		
					d4. Asia and the Pacific Rim		
					z. Other		

APPENDIX XV

A Breakdown on Diversity Fundraising

Internal Funding & Grants				
College/Unit	Source of Funds	Purpose	Annual Award	Multi-Year Award
Agriculture	Tilford Grant	Second Life Multicultural Center	\$4,000	\$4,000
Agriculture	Tilford Grant	Exploring Man-made Hazards in our Communities: A Toxic Tour of Kansas	\$3,800	\$3,800
Agriculture	Tilford Grant	Exploring the Paradigm of Social Vulnerability and Its Potential Affect on Effective Communications Strategies During a Crisis	\$3,056	\$3,056
Architecture	CAP+D and Dean's Office	Contribution to Tilford Group Grants	\$3,000	\$3,000
Architecture	CAP+D, Dean's Office, Departments of Architecture and LA/RCP	Travel to NOMA conference	\$1,000	\$1,000
Architecture	Financial Aid Office and SGA	Student travel to NOMA conference	\$2,800	\$2,800
Architecture	CAP+D & Dean's Office	Scholarships for under-represented CAP+D students to participate in off-campus experiences	\$4,900	\$4,900
Arts & Sciences – Sociology, Anthropology & Social Work	Provost's Office, Dean, History Department	Adamchak Lecture Series	\$1,800	\$1,800
Arts & Sciences Sociology, Anthropology & Social Work	USRG	Documentation of the grammatical system of Shinswani – a language of Nzwani, Camoros	\$5,000	\$5,000
Arts & Sciences – Biology	ADVANCE program	Career Enhancement for Woment	\$15,000	\$15,000
Art & Sciences-Music & Art	Provost	Goins trip to Greece	\$2,000	\$2,000
Arts & Sciences – Music & Art	Provost	KSU Jazz to South America	\$15,000	\$15,000

Arts & Sciences – Music	SGA	Maalouf Residencies	\$1,500	\$1,500
Arts & Sciences – Kinesiology	University Small Research Grant (USRG) Kansas State University	Identifying & redesigning physical activity & nutritional educational materials for use in primary care offices serving rural Latina women in southwest Kansas	\$3,100	\$3,100
Arts & Sciences – Kinesiology	KSU Mentoring Fellowship Award	Health care provider counseling to increase physical activity & healthy eating in rural Latina women	\$6,000	\$6,000
Arts & Sciences – Kinesiology	Center for Engagement and Community Development (CECD) Kansas State University	Community based participator research for obesity prevention and management in rural Kansas Latinos	\$15,963	\$15,963
Arts & Sciences – Journalism & Mass. Comm.	Foundation Account	Flint Hills Publication Workshop Registration	\$1,920	\$1,920
Arts & Sciences – Journalism & Mass. Comm.	USRG	HIV/AIDs prevention – Minority Women	\$4,500	\$4,500
Arts & Sciences – Journalism & Mass. Comm.	USRG	Digital strategies for fostering inclusion, sensitivity and diversity in reporting	\$4,000	\$4,000
Arts & Sciences – Journalism & Mass. Comm.	Tilford Grant	Health literacy for HIV/AIDs prevention among minority women	\$4,000	\$4,000
Arts & Sciences – Journalism & Mass. Comm.	Tilford Grant	Study on women & races dealing with language barriers that are more at risk for community disasters than the affluent	\$3,800	\$3,800
Arts & Sciences – American Ethnic Studies	Tilford Grant	Multicultural Retention – JohnElla Holmes	\$2,000	\$2,000
Business	Tilford Grant	Multicultural Competencies	\$5,000	\$5,000
Engineering	Targeted Excellence	CORES	\$133,130	\$133,130
Human Ecology	Dean's Office	Leadership Boot Camp	\$2,795	\$2,795
Human Ecology	Dean/FSHS	Graduate Student Travel to China	\$2,500	\$2,500
Architecture	Tilford Grant	Infuse multicultural perspective into architecture studios	\$2,000	\$2,000

Technology & Aviation	Tilford Grant	Interactive Theatre for Social Change	\$4,000	\$4,000
Technology & Aviation	Tilford Grant	Experiential Learning Field Trip	\$4,000	\$4,000
Technology & Aviation	Tilford Grant	Experiential Learning Field Trip	\$4,000	\$4,000
Veterinary Medicine	Tilford Grant		\$2,000	\$2,000
Student Life Academic Assistance Center	Equal Opportunity Fund	Grad. Students for Academic Transition Program	\$12,870	\$12,870
Student Life Counseling	Provost's Office	SafeZone	\$23,000	\$23,000
Student Life Disability Support Services	Student Governing Association	K-State For All! Disability Awareness Week	\$470	\$470
Student Life Disability Support Services	Association of Residence Halls	K-State For All Disability Awareness Week	\$1,600	\$1,600
Student Life – Academic Assistance Center	Tilford Grant	Implementation of Emerging Leaders Program	\$4,000	\$4,000
Human Ecology	University Funds	Developing Scholars	\$7,500	\$7,500
Human Ecology	Political Science	African Studies	\$4,000	\$4,000
Library	Tilford Grant	Workshop for JOMC Students	\$2,000	\$2,000
Student Life Developing Scholars	Office of Diversity & Dual Career	DSP reception	\$700	\$700
Student Life Developing Scholars	Student Center Tuition Enhancement Funds	DSP stipends	\$75,000	\$75,000
Student Life Developing Scholars	Targeted Excellence	DSP stipends and operations	\$75,000	\$75,000
Student Life Developing Scholars	EOF	GTA, research assistant	\$12,890	\$12,890
Student Life Developing Scholars	EOF	Garmon scholarships	\$2,800	\$2,800
Student Life Office of Student Activities & Services	SGA Foundation	Community Cultural Harmony Week	\$1,700	\$1,700
K-State Student Union	Progressive Alliance	Drag Show	\$1,000	\$1,000

Graduate School	KSU Center Administration – SRO	SUROP	\$75,000	\$75,000
Total			\$567,094	\$567,094

Fundraising and Development Funding for Diversity				
College/Unit	Source of Funds	Purpose	Annual Award	Multi- Year Award
Office of Diversity & Dual Career	Fred C. and Mary R. Koch Foundation	PROJECT IMPACT – grant for College for a Day, recruiting, retention & scholarships	\$100,000	\$400,000
Office of Diversity and Dual Career	Dow Chemical	WESP Orientation	\$10,000	\$10,000
Office of Diversity and Dual Career	Dow Chemical	MEP MAPS Program	\$80,000	\$80,000
Office of Diversity and Dual Career	Cargill	MAPS Summer Bridge Program, Scholarships and Diversity Faculty Fellow	\$250,000	\$1,000,000
Office of Diversity and Dual Career	Cargill	MAPS Summer Bridge Program, Scholarships & Diversity Faculty Fellow	\$250,000	\$1,000,000
Engineering	NACME	National Action Network for Minority Engineering Scholarships	\$60,000	\$272,000
Agriculture	Toro	Scholarship	\$2,000	\$2,000
Agriculture	Food Science Institute	KSU/MKL Program	\$100	\$100
Architecture	World Bank Grant	Strengthen faculty teaching and student education for architecture program at University of Kabul	\$100,000	\$300,000
Architecture	HOK Sport, Venue & Event	Scholarships	\$1,000	\$1,000
Arts & Sciences – Sociology, Anthropology & Social Work	International Donor	Burman Residencies	\$10,000	\$10,000
Arts & Sciences – Journalism & Mass. Comm.	Dow Jones Minority Scholarship Fund	Scholarships for Minority Student(s)	\$600	\$600
Business	ConocoPhillips	Diversity Lecture	\$5,000	\$5,000
Engineering	ConocoPhillips	WESP General	\$10,000	\$10,000

Engineering	ConocoPhillips	MEP General	\$10,000	\$10,000
Human Ecologies	KS Fam. Studies & Human Svc. (FSHS)	GTSs FSHS	\$30,000	\$30,000
Human Ecology	ATID	GTAs ATID	\$19,260	\$19,260
Human Ecology	HMD	GTAs HMD	\$37,071	\$37,071
Libraries	Various Donors	Books, etc		
Technology & Aviation	Big 12 Fellowship	Inter-Institutional Writing Project	\$1,000	\$1,000
Administrative & Finance				
Student Life Counseling	SAMHSA	Suicide Prevention	\$75,000	\$75,000
Student Life Developing Scholars	Hill's Pet Nutrition & College of Vet. Med.	Student stipend and support	\$30,000	\$30,000
Student Life Developing Scholars	Private Donations	SLD Immigrant Scholarship	\$1,975	\$1,975
Student Life Developing Scholars	Private Donations	DSP foundation funds	\$1,639	\$1,639
Student Life Disability Support Services	Private Donation	K-State For All Disability Awareness Week	\$1,600	\$1,600
K-State Student Union	K-State Music Department, Auntie Maes, Bluestem Bistro & Dusty Bookshelf	Little Apple Jazz Festival	\$1,400	\$1,400
K-State Student Union	K-State Parents & Family Association	K-State Family Day Latin Jazz Performance	\$200	\$200
Veterinary Medicine	Hill's Pet Nutrition	Scholarships	\$100,000	\$300,000
Total			\$1,187,845	\$3,599,845

External Grants				
College	Source of Funds	Purpose	Annual Award	Multi-Year Award
Agriculture	Department of Education – Fund	Encourage student exchange with Mexico	\$101,000	\$230,000

	for Improvement of Post-Secondary Ed.	and Canada		
Agriculture	Department of Homeland Security – National Center for Food Protection and Defense	Educate students about food safety, animal health and trade policy with other countries to enhance diversity training	\$113,000	\$340,000
Arts & Sciences Sociology, Anthropology & Social Work	NEH	Institute of Appalachia Language and Ecology	\$3,000	\$3,000
Arts & Sciences Sociology, Anthropology & Social Work	USDA National Research Institute	Latino Women Owned Businesses as Generators of Amenity Rich Rural Towns in the Midwest & Northern Plains States	\$121,494	\$485,974
Arts & Sciences Sociology, Anthropology & Social Work	USDA's North Central Region Sustainable Agriculture (NCR-SARE) Professional Development Prog.	Building Capacity to Engage Latinos in the Local Food Systems in the Heartland	\$75,000	\$75,000
Arts & Sciences – Communication Studies, Theatre & Dance	Dance USA	Chanon Judson “Urban Bushwomen” Dance Company to teach/set choreography for Spring Dance	\$10,000	\$10,000
Arts & Sciences – Music	USRG	YU Overseas Travel	\$1,000	\$1,000
Arts & Sciences – Kinesiology	Sunflower Foundation of KS	Hispanic Health in Southwest Kansas	\$92,902	\$92,902
Arts & Sciences – Kinesiology	USDA	Pathways to Public Health – 5 years	\$239,482	\$1,197,141
Arts & Sciences – Kinesiology	National Research Initiative, Cooperative State Research, Edu & Extension Serves USDA	Health Opportunities for Nutrition & Activities After-School Project – 3 years	\$300,000	\$900,000
Arts & Sciences – Kinesiology	Sunflower Foundation	Enhancing the capacity of rural communities to understand & create health food environments in areas w/limited access to grocery stores (2 years)	\$74,836	\$149,672

Arts & Sciences – Kinesiology	National Research initiative Cooperative State Research Education and Extension Services	Nutrition Environments in low income schools – (3 years)	298,334	895,000
Arts & Sciences – Kinesiology	Sunflower Foundation	Faith based intervention for Hispanics		\$45,000
Engineering	National Science Foundation	STEP – 5 years	\$351,008	\$1,600,000
Human Ecology	National Institutes of Health	Kansas Bridges to the Future – 5 years	\$174,598	\$872,990
Human Ecology	USDA	Food Stamp Program % Nutrition Educ. (5 years)	\$668,720	\$3,343,958
Human Ecology	Smith-Lever Funds	Federal EFNEP Nutrition Education – 5 years	\$141,594	\$707,971
Technology & Aviation	National Science Foundation	Enhancing Lives Through Engineering & Technology (ELITE) – Targeted scholarship program (5 year grant)	\$100,000	\$500,000
Student Life Academic Assistance Center	Kauffman Foundation	Kauffman Scholars Summer Residential Institutes (Renewable yearly)	\$92,000	\$276,000
Student Life Developing Scholars	NIH Bridges to the Future	Salary Support	\$13,914	\$13,914
Student Life Educational Supportive Services	US Department of Education	Assistance to low-income, first-generation college students --	\$274,712	\$1,423,054
Student Life McNair Scholars Program	US Department of Education	Provide students with services needed to overcome socioeconomic & cultural barriers to earning a degree	\$252,000	\$504,000
Student Life Student Support Services – Salina	U.S. Department of Education	Assist low-income, first generation college students	\$222,581	\$1,079,596
Student Life K-State Student Union	Manhattan Convention and Visitors Bureau	Little Apple Jazz Festival	\$1,000	\$1,000
Total			\$3,600,802	\$14,747,172

APPENDIX XVI

Diversity Summit Topics and Presenters 2003 – 2011

Diversity Summit Topics

Two Tenets for Managing Diversity (2003)

The Importance of Diversity at Kansas State University (2003)

Corporate Perspectives on Diversity, Business, and Higher Education (2003)

Diversity Today at Kansas State University (2003)

Departmental Mission, Diversity and the Faculty: The Role of Departmental Leadership (2003)

The Experiences of Multicultural Students at K-State (2004)

Best Practices in Helping Students from Historically Under-represented Groups Succeed (2004)

Professional Skills-building to Advance Diversity (2005)

Learning How To Talk About Race (2005)

Best Practices in Department Based Efforts to Retain Students of Color and Females (2005)

K-State Multicultural Students Speak: “Stereotypes vs. What We Want People to Know About Us” (2005)

The State of Diversity Report: A Five-Year Retrospective (2007)

Caucus Breakouts (2007)

- Black
- Hispanic
- Institutional Advancement
- Administration and Finance
- General K-State Community

Cultural Crossroads in the House of Dance and Feathers: Learning Through Engagement (2007)

Stereotypes vs. What We Want People to Know About Us (2007)

Diversity and Excellence: An Essential University Mission in Changing Times (2008)

After White Privilege (2008)

The 2008-2013 Strategic Plan for Diversity (2008)

The World Ahead (2008)

Today’s American Indian: Grounded in Tradition, while Reaching for the Future (2009)

On the Frontline: Educating Today’s American Indian Student (2009)

In Their Own Words: Everyday, Indians (2009)

Contemporary Indigenous People: Distinct Identities, Common Values (2009)

Looking Inward, Enhancing Our Effort, Supporting Diverse Faculty (2010)

The Diversity Score Card for Kansas State University (2010)

Multicultural Student Retention and Success: The Challenge We Can Meet (2010)

The Usual Suspect: Negotiating White Student Resistance and Teacher Authority in the Predominately White Classroom (2010)

Celebrating the Phenomenal Women of K-State: Purple, Powerful, Passionate (2011)

Salute to the Women of K-State (2011)

“ InView ” at K-State (2011)

- The Indian Wedding with Aisal Brown Varghese and Arthi Subramanian
- “M.O.M – Men on Mothers” with Tim de Noble, Denis Medieros, and David Griffin, Sr.

- “The Subtleties and Complexities of Gender Bias”
- “*Living Your Passions: An Extraordinary Life is a Designed Life!*” (2011)

Diversity Summit Speakers

Mr. Joseph Searles, Consultant, Commonwealth Holding Company, New York, NY, Co-chairperson, Diversity Advisory Council, Office of Diversity and Dual Career Development (2003)

Dr. Myra Gordon, Associate Provost for Diversity and Chair of the President’s Commission on Multicultural Affairs (PCMA) (2003)

Dr. Marcelo Sabates, President of ALIANZA (2003)

Dr. Dawne Martin, Assistant Professor of Marketing, PCMA Member Diversity Committee Chairperson, College of Business Administration, (2003)

Dr. Jon Wefald, President (2003)

Dr. Victoria Clegg, Director, Center for the Advancement of Teaching and Learning (2003)

Mr. Gregory Baker, Manager EEO Programs, Bombardier Aerospace Learjet, Wichita, KS (2003)

Ms. Janice Hawley, Senior Development Manager, Sprint, Overland Park, Kansas (2003)

Mr. David Wilkins, Director of Global Diversity, DOW Chemical, Midland, Michigan (2003)

Mr. Roy Robinson, Vice President Communication, Education and Investigations, Archer Daniels Midland, Overland Park, Kansas (2003)

Dr. David Griffin, Sr., President of the Black Faculty and Staff Association (2003)

Dr. Talat Rahman, Professor of Physics, PCMA Member (2003)

Dr. James Coffman, Provost (2003)

Mr. Joseph Searles, Co-Chairperson, Diversity Advisory Council (2004)

Dr. Myra Gordon, Associate Provost for Diversity and Chair PCMA (2004)

BESITOS Teatro, College of Education (2004)

Student Panel, Multicultural Student Organizations (2004)

Dr. Yar Ebadi, Dean ,College of Business Administration (2004)

Dr. Lawrence Rodgers, Associate Dean, College of Arts and Sciences (2004)

Dr. John Selfridge, Associate Professor, College of Architecture, Planning, and Design (2004)

Dr. Mark White, School of Family Studies and Human Services, College of Human Ecology (2004)

Dr. George Ham, Interim Dean, College of Agriculture (2004)

Dr. Zelia Wiley, Assistant Dean, College of Agriculture (2004)

Dr. Terry King, Dean, College of Engineering (2004)

Dr. Saeed M. Khan, Chair, College Diversity Committee, College of Technology & Aviation at Salina (2004)

Dr. Kathleen Greene, Director, McNair Scholars Program (2004)

Ms. Rebeca Paz, Educational Supportive Services Pilots Program Advisor (2004)

Mr. Smallwood Holoman, Jr., Manager, DOW Promise, DOW Chemical Company (2004)

Ms. Anita Cortez, Director, Pilots/Developing Scholars Program (2004)

Dr. James R. Coffman, Provost (2004)

Mr. Jeff Hitchcock, M.S., M.B.A., Exec. Director, Center for the Study of White American Culture, Inc. (2005)

Dr. BeEtta Stoney, Assistant Professor of Education (2005)

Ms. Thao Nguyen, Tilford Dow Scholar, Workshop Moderator (2005)

Dr. Lori Goetsch, Dean, University Libraries (2007)
 Ms. Janet Perkins, Kansas Board of Regents (2007)
 Dr. Myra Gordon, Associate Provost for Diversity and Chair, PCMA (2007)
 Dr. BeEtta Stoney, President, Black Faculty & Staff Association (2007)
 Dr. David L. Griffin, Sr., Assistant Dean, College of Education (2007)
 Ms. Gabriela Sabates, President, Alianza (2007)
 Ms. Mirta Chavez, Director, Multicultural Programs & Services (2007)
 Dr. Patrick Rhodes, Tulane University School of Architecture (2007)
 Mr. Clemente Jaquez-Herrera, NOMAS President (2007)
 Mr. Eric Whitman, former student, Architecture, Planning and Design (2007)
 Dr. Pat Bosco, Associate Vice President (2007)
 Dr. Juanita McGowan, Assistant Dean, Arts and Sciences (2007)
 Dr. Thomas Rawson, Vice President, Finance and Administration (2007)
 Dr. Jane Rowlett, Director, Office of Academic Services (2007)
 Dr. Dawne Martin, Special Assistant to the Dean, College of Business (2007)
 Dr. Richard Gallagher, Interim Dean, College of Engineering (2007)
 Ms. Shalece Charles, Acting President, NOMAS (2007)
 Mr. Ronald Lewis, Museum Curator, Ninth Ward, New Orleans, Louisiana (2007)
 Dr. Myra Gordon, Associate Provost of Diversity and Chair, PCMA (2008)
 Dr. Duane Nellis, Provost and Senior Vice President (2008)
 Dr. Mary Frances Berry, Geraldine R. Segal Professor of American Social Thought and Professor
 of History, University of Pennsylvania (2008)
 Mr. Bryon Williams, BSU President (2008)
 Dr. Kay Ann Taylor, Assistant Professor, College of Education, Kansas State University (2008)
 Dr. Mike Hill, Associate Professor and Department Chair, English, SUNY at Albany (2008)
 Dr. Virginia Moxley, Dean, College of Human Ecology (2008)
 Mr. Christopher Hernandez, Senior Vice President, UMB Financial Corporation (2008)
 Dr. Myra Gordon, Associate Provost for Diversity and Chair, PCMA (2009)
 Dr. Steven Graham, Chair, International Activities Council (2009)
 Dr. Les Hannah, Assistant Dean, College of Technology & Aviation (2009)
 Chief Wilma Mankiller, Cherokee Nation (2009)
 Ms. Nancy Blue, Interim Director of the Native American Resource Center in Kansas City (2009)
 Drummers and Dance Performance by the Kickapoo Nation School (2009)
 Dr. Juanita McGowan, Assistant Dean for Diversity, College of Arts and Sciences (2010)
 Ms. Susana Valdovinos, Director, Office of Academic Personnel (2010)
 Dr. April Mason, Provost and Senior Vice President (2010)
 Dr. Myra Gordon, Associate Provost for Diversity and Chair, PCMA (2010)
 Dr. Dawne Martin, Special Assistant to the Dean for Diversity, College of Business (2010)
 Dr. Ronnie Elmore, Associate Dean, College of Veterinary Medicine (2010)
 Dr. Richard Gallagher, Associate Dean, College of Engineering (2010)
 Dr. Ruth Dyer, Senior Vice Provost (2010)
 Dr. Kathleen Greene, Director, McNair Scholars Program/ESS (2010)
 Dr. Myra Gordon, Associate Provost for Diversity and Chair, PCMA (2010)
 Dr. Sonia Esquivel, Advisor, College of Education (2010)
 Dr. Dalia Rodriguez, Assistant Professor, Cultural Foundations of Education, Syracuse University
 (2010)

Dr. Kathleen Greene, Director, McNair Scholars Program (2011)
Dr. Monica Biernat Professor and Associate Chair of Research and Graduate Studies, Department
of Social Psychology University of Kansas (2011)
Ms. Ruth Hensley, International Speaker, Author, and Life Design Coach (2011)
Dr. Jana Fallin, University Distinguished Professor, Music Education - Music (2011)
Dr. Amanda Morales, Assistant Professor, College of Education (2011)
Dr. Doris Wright-Carroll, Associate Professor, College of Education (2011)
Dr. Myra Gordon, Associate Provost for Diversity and Chair, PCMA (2011)
Ms. Aisal Brown Varghese and Ms. Arthi Subramanian (2011)
Dr. Tim de Noble, Dean, College of Architecture, Planning, and Design (2011)
Dr. Denis Medeiros, Associate Dean, College of Human Ecology (2011)
Dr. David Griffin, Sr., Associate Dean of Diversity, College of Education (2011)

APPENDIX XVII

A Breakdown on Scholarly Activity in Diversity

College of Agriculture

- "The Changing Demographic Landscape of Kansas" – Dr. Zelia Wiley
- "Understanding and Appreciating Differences" – Dr. Zelia Wiley

College of Architecture, Planning and Design

- Professor Wigfall presented a paper on diversity at the Kansas United Methodist Women's Conference Fall 2006 in Concordia KS.
- Professor Wigfall is continuing her research on "Patterns in the Environment" with travel to West Africa summer 2006 with KSU Students to further her own investigation of culture and the landscape.
- Professor Lewis and Klein are working on several diversity related studio proposals and paper presentations.
- Professor Kingery-Page wrote a paper regarding her students' studio experience in developing a master plan for Kabul University.
- Professor Watts presented a paper about "Cross Cultural Education" at the IASTE International Conference.

College of Arts & Sciences

A. Research on diversity-related topics

GEOGRAPHY

- **Kevin Blake** is examining the themes related to Native American people's relationships with sacred places, and he incorporates his findings in to his teaching.
- **Max Lu** has edited a new volume on the geography of China.
- **Bimal Paul** examines human-environment themes in his native Bangladesh.
- **Jeff Smith** is looking at working class neighborhoods in Mexican cities.

B. Publications on diversity-related topics

According to the department head there are too many to list...geography faculty writing about international topics are frequently examining cultural, ethnic factors affecting people and environments on the surface of Earth.

WOMEN STUDIES

A. Research on diversity-related topics

- **Valerie Carroll** "Have I got an Ethic for You? Ecofeminism as the Heart of Progressive Environmental Action." In *Democracy Works: Joining Theory and Action to Foster Global Change*.
- **Torry Dickinson and Robert Schaeffer.** *Transformations: Feminist Pathways to Global Change*. Boulder: Paradigm Books. 2008.

B. Diversity Presentations

- **Angela Hubler**, panelist on family friendly policies at ADVANCE workshop on Women in Science and Engineering, K-State Women's Issues in the 21st Century." POLSC 350. K-State Speaker on Panel at Phenomenal Womanhood Forum, Alpha Kappa Alpha
- **Gabriela Sabates.** "Against All Odds: Latinas in a Midwestern College". Harvard Graduate School of Education, Sixth Alumni of Color Conference (AOCC), Cambridge, MA 2008.

--. "Contra Viento y Marea: Latinas' College Experience". Panel Presentation, the 17th Annual Cultural Studies Conference, Manhattan, KS, 2008 (other two panelists were Dr. Tanya Gonzalez, -Assistant Professor, English Department, KSU - and Rhondalyn Peairs -Director, DOW Multicultural Resource Center, KSU Libraries-), Kansas State University, Manhattan, KS 2008.

--. "The Rise of Latino Culture and the Political Economy of English in Kansas: Perceptions of Adult Learners" (jointly with Dr. J. Zacharakis, Assistant Professor, College of Education, KSU). 49th Annual Adult Education Research Conference (AERC). University of Missouri - St. Louis, MO 2008.

--. Affirmative Action in Higher Education. Panelist. Harvard Graduate School of Education, Sixth Alumni of Color Conference (AOCC), Cambridge, MA 2008.

--. "Gender, Immigration and Cultural Diversity: Latinas in the U.S. and College Education as a Vehicle for Social Mobility". XVII Monterrey Book Symposium, Monterrey, Mexico 2008. "

- **Shireen Roshanravan.** 'Long and Wide' South Asian Selves: Feminist Implications for Cross-Racial Identification," 5th Annual California Roundtable on Philosophy and Race, UC Berkeley, October 2008.

--. "Arranging Tradition," 29th Annual National Women's Studies Association Conference: Resisting Hegemonies: Race and Sexual Politics in Nation, Region, Empire, University of Cincinnati, June 2008.

--. "South Asian American Identity In Relation," 2nd Annual Asian Pacific American Studies Conference, Asian Pacific American Intersections: Transcending Boundaries, Embracing Coalitions, Michigan State University, April, 2008.

--. "Passing-as-if," Richard R. Baker Colloquium: Building Coalitions Across Difference, University of Dayton, March 2008.

ART

- **Dept Head, Gerry Craig** conducts research on immigrant Hmong textiles
- **Mervi Pakaste** does research on Japanese anime and manga influences on American type and logos.
- **Armon Means** does photographs on African-American churches and faith and urban street graffiti.
- **Dept Head Gerry Craig** is doing an international conference presentation on Hmong textiles.
- **Mervi Pakaste** did an on anime and logo design for CAA.

KINESIOLOGY

Research

- **Addressing Hispanic Health in Southwest Kansas: A Community Health Assessment (BOPP, M., & Fallon, E.)**
 - This project is funded by the Sunflower Foundation of Kansas, with matching funds from the KSU Center for Community Engagement and Community Development and the KSU Community Health Institute.
 - Using a community-based participatory research method, a comprehensive community-level assessment will be conducted focusing on Hispanics/Latinos living in southwest Kansas (Dodge City, Garden City, and Liberal).
- **Understanding the Role of the church in Health Promotion for Latinos (Bopp, M. & Fallon, E.)**
 - A qualitative study to examine how churches could promote health among Latinos.
- **Faithful Footsteps: A faith-based physical activity intervention for Latinos (Bopp, M. & Fallon, E.)**
 - This pilot program was funded through the Sunflower Foundation and its purpose is to promote physical activity using culturally and spiritually tailored materials within Catholic Churches.
- **Institutional Discrimination and the Professional Golfers Association (PGA)**
"Caucasian-only clause." (McElroy, M.)
- "From Heckler Report to Healthy People 2020. Federal Involvement and the Health of African Americans" (McElroy, M.).

Publications

- **Bopp, M., Wilcox, S., Laken, M., Hooker, S., Saunders, R., Parra-Medina, D., Fallon, E.A., McClorin, L. Butler, K.** (in press). 8 Steps to fitness: Evaluation of a faith-based, behavior change physical activity intervention for African Americans. *Journal of Physical Activity & Health*.

- **Bopp, M.**, Wilcox, S., Laken, M., McClorin, L. (in press). Physical activity programs and support in African American churches and relations to physical activity participation. *Journal of Cultural Diversity*. 16 (1) (2009).
- Baruth, M., Wilcox, S., Laken, M., **Bopp, M.**, & Saunders, R. (2008). Implementation of a faith-based physical activity intervention: insights from church health directors. *J Community Health*, 33(5), 304-312.
- **Bopp, M.**, Lattimore, D., Wilcox, S., Laken, M., McClorin, L., Swinton, R., et al. (2007). Understanding physical activity participation in members of an African American church: a qualitative study. *Health Educ Res.*, 22 (6), 815-26.
- **Bopp, M.**, Wilcox, S., Laken, M., Butler, K., Carter, R., McClorin, L., Yancey, A. (2006). Correlates of Physical activity Participation Among African American Men and Women. *American Journal of Preventive Medicine*. 30(4), 340-6.
- Dzewaltowski, D.A., Estabrooks, P.A., Welk, G., Hill, J., Milliken, G., Karteroliotis, K., & Johnston, J.A., (2008). Healthy Youth Places, A randomized controlled trial to determine the effectiveness of facilitating adult and youth leaders to promote physical activity and fruit and vegetable consumption. *Health Education and Behavior*. OnlineFirst, published on May 10, 2008 as doi:10.1177/1090198108314619
- Geller, K.S., Dzewaltowski, D.A., Rosenkranz, R.R., & Kateroliotis, K (2009). Measuring children's self-efficacy and proxy efficacy related to fruit and vegetable consumption. *Journal of School Health*, 79, 51-57.
- Geller, K.S., & Dzewaltowski, D.A. (2009). Longitudinal and cross-sectional influences on youth fruit and vegetable consumption. *Nutrition Reviews*, 67, 65-76.
- **McElroy, Mary.** (2008) "African-Americans" In T. Irons-Georges. (Ed.) *The eighties in America*. Pasadena, Calif: Salem Press.
- **McElroy, Mary** (2008) "Frank Robinson, baseball's first African American manager." In C. Moose (Ed.) *Great Lives from History: The 20th Century*.

Presentations

- Bopp, M., Fallon, E. A., & Marquez, D. X. (2008). Faithful Footsteps: A faith-based physical activity intervention for Hispanics. American Public Health Association Annual Conference.
- McGill, Z., Bopp, M., & Fallon, E.A. (2007). Promoting Physical Activity Among Kansas Latinos: A Faith-Based Approach. Kansas Public Health Association Annual Conference.
- Brittain, Danielle, Gyurcsik, Nancy & McElroy, Mary. Does connection with the lesbian community matter in perceptions of barriers to vigorous physical activity in adult lesbians. Paper presented at the American Public Health meetings. Washington, D.C. November 2007.

POLITICAL SCIENCE

- **Emizet Kisangani** 2008. Thomas Turner, *The Congo Wars: Conflict, Myth and Reality* (London and New York: Zed Books, 2007). In *African Studies Review*, vol. 51, No 3, pp. 196-198.
- Emizet Kisangani 2008. Marie-Soleil Frère, *The Media and Conflicts in Central Africa* (Boulder and London: Lynne Rienner Publishers, 2007). In *African Studies Review*, vol. 51, No. 2, pp. 194-196.
- **Tummala, Krishna** "Coalition *Dharma*: Political corruption in India," Conference Proceedings, The Eighth Asian Forum on Public Management, National Chi Nan University, Pulin, Taiwan, December 12-14, 2008. <http://ipmr.net>

"An Ode to Fred Riggs," *PAR* 68, No. 6 (November-December, 2008), pp. 973-976.

"Corruption: The Indian Saga," Keynote address, Conference Proceedings, *The Many Faces of Public Management Reform in Asia-Pacific: Moving Ahead Amidst Challenges and Opportunities in Emerging Markets*, Asia-Pacific Governance Institute, International Public Management Network, Thailand Democracy Watch and Chulalongkorn University, Bangkok, Thailand, July 7-9, 2008, pp. 1-27.

"Equal Employment, Affirmative Action and Diversity," *Journal of Business and Management Dynamics* 1 (December 2007), pp. 77-80

"Developments in Indian Federalism: 2005-2007" *Asian Journal of Political Science* 15, No. 2 (August 2007), pp. 139-160.

"Innovation and Development: India as an Example"- Note from the Field in *Comparative Technology Transfer and Society* (August 2007).

CONFERENCE PRESENTATIONS

- **Sabri Cifti** "Party Ideologies and Anti-immigrant Attitudes" with Dale L. Smith, Paper presented at the annual Meeting of the American Political Science Association, Boston, MA, 2008.

JOURNALISM AND MASS COMMUNICATION

Research

- **Muturi, Nancy**. "A Culture-Centered Approach to HIV/AIDS Communication." Ohio University Conference on Development Communication, April 12-14, 2007
- **Ginger Loggins** is conducting research titled, "Can Newscasts Reduce Prejudice Assessing the Malleability of Implicit Attitudes Through Television."

Publications

- **Gould, Thomas**, “Crossing Bridges With Rural Communities: Building and Maintaining Multi-Lingual Web Sites to Support Immigrant Populations in the Great Plains,” *The International Journal of Technology*. Volume 3, Issue 4, (Sept 2007), 89-102.
- **Muturi, Nancy**. “Faith-based Initiatives in Response to HIV/AIDS in Jamaica.” *International Journal of Communication*. 2(2008), 108-131.

Presentations

- **Baltrip, Kimetric** (Fall 2007), “When a Majority Overlooks a Minority: Ethnical Issues in Diversifying Coverage on Campus: College Media Advisers Convention, in New York and Kansas City.
- **Samoilenko, Sergei** (May 2007) “PR in Eastern Europe: Six Years into the New Millennium.”
- **Kimetris Baltrip** presented at the first Arts and Sciences Diversity Forum

MUSIC

Research

- **Kurt Gartner’s** doctoral dissertation, *Analysis of the Stylistic Development of Selected Tito Puente Timbale Solos in the Mambo Style*. This dissertation was awarded the Graduate Dean’s Citation for Outstanding Dissertation at the University of Northern Colorado.

Publications

- **Wayne Goins** is in the process of publishing a book through the University of Illinois Press on Jimmy Rogers. He has also published previous books on prominent blues guitarist Charlie Christian.

Presentations

- **Wayne Goins** has presented a number of papers at the National Association of African American Studies on legendary blues figures including Bobby Rush, Charlie Christian, Jimmy Rogers, and Muddy Waters.

SOCIOLOGY, ANTHROPOLOGY AND SOCIAL WORK

Research

- Dr. Garni (sociology) completed an ethnographic research project in El Salvador and United States on migrant couriers who ferry news goods, and money back and forth between migrants and their relatives in El Salvador.

Publications

- Harold Prins
- Evolution and Prehistory: The Human Challenge. (8th ed., with W. Haviland et al., 2007)
- Cultural Anthropology: The Human Challenge. (12th ed., with W. Haviland et al., 2007)
- "Edmund Carpenter: A Trickster's Exploration in Culture & Media." (with J. Bishop). Pp. 207-46. *Memories of the Originals of Ethnographic Film*. (ed. By B. Engelbrecht, 2007)
- Asticou's Island Domain: Wabanaki Peoples at Mount Desert Island 1500-2000. Boston: Northeast Region Ethnography Program. National Park Service, U.S. Dept. of the Interior 2007. (2 vols, with B., McBride). Digitally published on National Park Service website: <http://www.nps.gov/acad/historyculture/ethnography.htm>

College of Business

Research

- How minority or stereotyped individuals engage in risk taking.
- How people make judgments about the morality of politicians when the voters feel like they are stereotyped.

Publications

- Nelson, I.T., Vondrzyk, V.P., Kovar, S., Quirin, J.D. (2008). Trends in Accounting Students Characteristics; Results from a 15-Year Longitudinal Study in FSA Schools. *Issues in Accounting Education*, 23(3), 373-390.
- Ugrin, J.C., Odom, M.D., Pearson, J.M. (2008). Exploring the Importance of Mentoring for New Scholars: A Social Exchange Perspective. *Journal of Information Systems Education*, 19(3), 343-350.
- Ugrin, J. C., Pearson, J.M., Odom, M.D. (2007). Cyber-Slacking in the Workplace: Demographic, Cultural, and Work Related Factors. *Journal of Internet Commerce*, 6(3), 75-89.
- Chilton, M., Bloodgood, J. (2008). *Adaption-Innovation Theory and Cognitive Diversity: The Impact on Knowledge Use Within Organizations* (vol.41, pp.343). Waikoloa, HI: HICSS Conference Proceedings.
- Gurung, A., Edmund, P. (2006). A Research Framework for the Impact of Cultural Differences on IT Outsourcing. *Journal of Global Information Technology Management*, 9(1), 24-43.
- Prince, B., Katz, J., Kabst, R. (2008). *High Involvement information Sharing: An International Perspective* (vol. 50). Academy of International Business Conference Proceedings. aib.msu.edu/events/2008/Program.asp.
- McHaney, R., Martin, D. (2007). Recruitment of Hispanic Students Into MIS Curricula. *Journal of College Teaching and Learning*, 4(11), 9-12.
- McHaney, R. (2006). *Recruitment of Hispanic Students into MIS Curricula in proceedings of the 2006 International Business & Economic Research Conference*, Las Vegas, NV: CIBER.
- Turnley, W. (2008), Old faces, new places: Equity Theory in cross-cultural contexts. *Journal of Organizational Behavior*, 29, 29-50.

- Suh, J., Janda, S., Seo, S. (2006). Exploring the Role of Culture in Trust Development with Service Providers, *Journal of Services Marketing/Emerald*, 20(4), 265-273. www.emeraldinsight.com/info/journals/jsm/eabinfo.jsp.
- Suh, J., Janda, S., Seo, S. (2006) Exploring the Role of Culture in Trust Development with Service Providers, *Journal of Services Marketing*, 20(4), 265-273.
- No, S., Y., Liao, H., Lee, K., Wood, D., Chao, M. M. Lay Theory of Race Affects and Moderates.
- Asian Americans' Responses toward American Culture. To appear in *Journal of Personality and Social Psychology*.
- Lee, D., Lee, M., Suh, J. (2007). Benevolence in the Importer-exporter Relationship: Moderating Role of Value Similarity and Cultural Familiarity. *International Marketing Review*, 24(6), 657-677. www.emeraldinsight.com/lmr.htm.
- Alan, J., Whang, Y., Patel, N., Zappasodi, S., Adams, K., Brewer, T. (2006). *Triggers of Extraordinary Experiences at a Subcultural Consumption Event*. Orlando, FL: The International Academy of Business and Public Administration Disciplines.

Presentations

- Nelson, Irvin T. (Author Only), Quirin, Jeffery J (Presenter & Author), Vondrzyk, Valeria P (Author Only), Annual Meeting, "Trends in Accounting Student Characteristics: Results of a 15 Year Longitudinal Study at FSA Schools," American Accounting Association, Chicago, IL. (August 2007).
- Valentine, Erick, Kovar, Stacy, Research Association of Minority Professors Annual Meeting, "Counterfactual Motivation and Student Response," Research Association of Minority Professors, Kansas City, MO. (February 2006).
- Ugrin, Joseph C. (Author Only), Honn, Darla (Presenter & Author), American Accounting Association Annual Meeting – ELS Forum, "The Effect of Preferred Problem Solving Style and Problem Solving Approach on Task Performance and Retention of Unstructured Problem Solvers in Accounting Educational Programs," American Accounting Association, Anaheim, California, (August 2008).
- Valentine, Erick (Presenter & Author), Deines, Dan (Author Only), Public Accountants Association of KS Accountants Seminar, "Accounting Practice Management: Transitioning Education Into the Workforce," Public Accountants Association of KS, Manhattan. (February 2007).
- Valentine, Erick, AAA, Washington DC. (August 2006).
- Valentine, Erick, Kovar, Stacy, Research Association of Minority Professors Annual Meeting, "Counterfactual Motivation and Student Response," Research Association of Minority Professors, Kansas City, MO (February 2006).
- Bloodgood, James (Author Only), Turnley, William (Presenter & Author), Mudrack, Peter (Author Only), Academy of Management, "The influence of ethnicity instruction, hypercompetitiveness, and Machiavellianism on personal ethics," Atlanta, GA. (August 2006).
- Chilton, Michael International DB2 Users Group (IDUG), "The labor pool crisis in IT," IBM, Lenexa, KS. (November 19, 2008).
- Prince Bruce (Presenter & Author), Katz, Jeff (Presenter & Author), Kabst, Rudiger (Author Only), Academy of International Business Conference, "High Involvement

Information Sharing Practices: An International Perspective," Academy of International Business (AIB), Milan, Italy. (July 1, 2008).

- Janda, Swinder, McHaney, Roger, Katz, Jeff, Athens Institute of Education and Research (ATINER) International Conference, "Clustering College Students based on Motivations, Attitudes, and Preferences Related to Studying Abroad," Athens, Greece. (2007).
- Kovar, Brian (Presenter & Author), Kovar, Stacy (Presenter & Author), 2006 AIS Educator Conference, "An Analysis of Project Type and Content on Student Satisfaction, Effort and Performance." AIS Education Association, Estes Park, Colorado. (June 2006).
- McHaney, Roger (Presenter & Author), Classroom Presentation, "Career for Digital Natives," Manhattan Middle School, Anthony Middle School. (May 13, 2008).
- McHaney, Roger (Presenter & Author), Educating Children in the 21st Century, "Educating the Digital Native," Kansas Association for the Gifted, Talented and Creative, Wichita State University, Wichita, Kansas. (April 4, 2008).
- McHaney, Roger, (Presenter & Author), Educating Children in the 21st Century, "If the World is Flat Why am I Trudging Uphill?" Kansas Association for the Gifted, Talented and Creative, Wichita State University, Wichita, Kansas. (April 4, 2008).
- Janda, Swinder, McHaney, Roger, Katz, Jeff, Athens Institute for Education and Research (ATINER) International Conference, "Clustering College Students based on Motivations, Attitudes, and Preferences Related to Studying Abroad," Athens, Greece. (2007).
- Niehoff, Brian (Presenter & Author), Maciocha, A (Author Only), Irish Academy of Management, "An initial exploration of the cultural adaptation and motivations of immigrant workers in Ireland," Belfast, Northern Ireland. (September 2007).
- Wefald, Andy, Denton, T, Loo, K., Saucier, D.A. Annual Meeting for the Society of Personality of Social Psychology, "The Effects of Racism and Situational Factors on Perceptions of Discrimination," Memphis, TN. (January 2007).
- Lee, Kyoungmi (Presenter & Author) 2009 Society for Consumer Psychology Conference, "How Negative In-Group Stereotypes Affect Consumers Judgment Processes: The Role of Trust in Out group Service Providers," Society for Consumer Psychology, San Diego, CA. (February 12, 2009).
- Lee, Kyoungmi (Presenter & Author), Kim, Hakkyun (Author Only), Hong, Ying-yi (Author Only), 2009 Society for Psychology and Social Psychology conference, "When Do People Embrace a Negative Stereotype Targeting Their Group and Deny a Positive Stereotype? A Self-handicapping Process Through In-Group Stereotypes," Society for Psychology and Social Psychology, Tampa, Florida. (February 6, 2009).
- Lee, Kyoungmi (Presenter & Author), Marketing Department Brown Bag Seminar, "Implicit Theory: Snapshots of Research on Its Ramifications," Department of Marketing, Kansas State University, Manhattan, KS. (October 5, 2006).

College of Education

Research

- Multiple doctoral dissertations completed relating to the NLBM.
- Doctoral dissertation on upper level female administrators in land grant universities.
- Women in school leadership project.

Publications

- Zacharakis, Jeffrey and Diaz de Sabates, Gabriela. "The Rise of Latino Culture and the Political Economy of English in Kansas: Perception of Adult Learners." Proceedings of the 49th Annual Education Research Conference. University of Missouri St. Louis. St. Louis MO (2008).
- Zacharakis, Jeffrey and Sabates, Gabriela: and Glass, Diane. (eds) Special Issue on Kansas Adult Basic Education, Educational Considerations, v35 n.1 (Fall 2007).

Publication in press or submitted:

- Bailey, Gerald. Three books (forthcoming) based on KSU/NLBM
- Cox, Kelline and Salsberry, Trudy. (submitted). "Motivational Factors Influencing Women's Discussions to Pursue Upper-Level Administrative Positions in Higher Education." *Journal for Women in Educational Leadership*.
- Miller, Teresa and Salsberry, Trudy (in press). "Diversity in Development. The KSU Public School Partnership Leadership Academy Model." In Beaty, D., Sherman, W.H., Munoz, A., Mills, S., and Pankake, A. (eds.), *Women in School Executives: Research and Reflections on Educational Leadership*. Austin, TX: Texas Council of Women School Executives.
- Miller, Teresa and Sprott, Katherine. Article on enhancing the training for student teachers by including diversity training. Manuscript in preparation.
- Taylor, Kay and Salsberry, Trudy. (forthcoming). "Riding the Glass Elevator." In G.B. Brown and B. Irby (eds.) *Women Leaders: Structuring Success*. Dubuque, IA: Kendall/Hunt Publishing Co.
- Zacharakis, Jeffrey; Stiechen, Maria; Diaz de Sabatas, Gabriela: and Glass, Diane. (submitted). "Hearing the Voice of Our Students: Focus Groups with ABE, ASE, and ESL Students." *Adult Basic Education and Literacy Journal*.

Presentations

- Devlin, Mary. Co-presenter for the College of Education's professional development session on Working with students of Poverty (2008).
- Fishback, Jane. Paper presentation at the Oxford Roundtable. Upcoming (2009).
- Zacharakis, Jeffrey and Diaz de Sabates, Gabriela. "The Rise of Latino Culture and the Political Economy of English in Kansas: Perceptions of Adult Learners." 49th Annual Education Research Conference. University of Missouri St. Louis. St. Louis, MO (2008).
- Zacharakis, Jeffrey and Carson, Michelle. "Developing a Relevant Multicultural Curriculum for Adult Basic Education Professions." Presented at the annual conference of the Commission of Adult Basic Education, Philadelphia, PA. (2007).

College of Human Ecology

CHE Honors Students Research and Projects

<u>Student</u>	<u>Topic</u>	<u>Faculty Advisor</u>
• Erin Shea Larson (CSD)	Negotiation Strategies of Young Spanish Speaking Children Learning English	Dr. Linda Crowe
• Danielle Marie Rew INTDE	Comparing the Quality Indicators of Special Care Units to Culture Change Artifacts: An Analysis of the Literature	Migette Kaup
• Kara Marie Schmidt INTDE	What Creates Community? An Analysis of Culture versus Design	Migette Kaup
• Challey Kaye Stephens CSD	Gender Differences in Preschool Children's Language and Movement	Dr. Linda Crowe

Publications and Presentations

HN

- Vara-Ubol, S., Chambers, E. IV, Kongpensook, V., Oupadissakoon, C., Yenket, R., and Retiveau, A. 2006. Determination of the sensory characteristics of rose apples cultivated in Thailand. J Food Sci. 71:547-552.
- Hough, G., Wakeling, I., Mucci, A., Chambers, E. IV, Méndez Gallardo, I. and Rangel Alves, L 2006. Number of consumers necessary for sensory acceptability tests. Food Qual. Pref. 17: 522-526.
- Talavera-Bianchi, M. and Chambers, D.H. 2008. Simplified lexicon to describe flavor characteristics of western European cheeses. J. Sensory Studies 23: 468-484.
- Linhardt, R. Adhikari, K, Grun, I., and Welker. 2008. Consumer Sensory Test of Seven Varieties of Tice in OSH (Pilaf) at four different locations in Uzbekistan. J. Food Quality 31: 394-401.
- López Osornio, M.M., Hough, G., Salvador, A., Chambers E. IV, McGraw, S, and Fiszman, S. 2008. Beef's optimum internal cooking temperature as seen by consumers from different countries. Food Quality Pref. 19(1): 12-20.

Publications with Collaboration with HBCUs:

HN

- Godwin, S., Chambers, E. IV, Cleveland, L. and Ingwersen, L. 2006. A new portion size estimation aid for wedge-shaped foods. J. Amer. Dietet. Assoc. 106: 1246-1250.

- Godwin, S.L., Chen, F-C., Chambers, E. IV, Coppings, R., and Chambers, D.H. 2007. A comprehensive vvaluation of temperatures within home refrigerators. Food Protect. Trends 27(3): 16-21.
- Kosa, K.M., Cates, S.C., Karns,S., Godwin,. S.L., and Chambers, D.H. 2007. Consumer knowledge and use of open datesL Results of a web-based survey. J. Food Protect. 70: 1213-1219
- Cates, S.C., Kosa, K.M., Karns,S., Godwin,. S.L., and Chambers, D.H. 2007. Consumer storage practices for Refrigerated Ready-To-Eat Foods: Results of a Web-enabled survey. Food Protect.Trends 27:530-543.
- Kosa, K.M., Cates, S.C., Karns, S.A. Godwin, S.L., and Chambers, D.H. 2007. Consumer home refrigeration practices: Results of a web-based survey. J. Food Protection. 70: 133-142.

Presentations at International Meetings:
HN

- E. Chambers:
 “Sensory Analysis in the Development of Healthful Foods and Lifestyles”, ProPak 2008, Food Innovation Conference, Bangkok, Thailand, 2008.
 “Sensory Analysis and Specialty Product Development”, Korea Atomic Energy Research Institute”, Daejeon, Korea, 2008.
 “Consumer Acceptability of Green Tea in Three Countries”, 3rd International Conference on Tea, Shizuoka, Japan, 2007.
 “Sensory Properties and Consumer Segmentation for Sweet Tamarind Varieties Grown In Thailand”, 2nd Conference on Sensory Evaluation, Ho Chi Minh City, Vietnam, 2007.
 “Portion Size Estimation is not Dependent on Weight Status“, 10th European Nutrition Conference, Paris, France, 2007.

Workshops Conducted Internationally:

“Sensory and Consumer Testing” (3 days) E. and D. Chambers, Shanghai, China, 2007.
 “Sensory Analysis in Product Design and Development”, E. and D. Chambers, Bangkok, Thailand.

FSHS

Jared Anderson:

- In May 17-May 28, 2008, a research team traveled to China that included a former graduate of the KSU MFT program and current Assistant Professor of Family Studies at the University of Central Missouri, Ryan Peterson, and two MFT doctoral students, Sarah Wiedower and Jonathan Swinton. The trip consisted of giving presentations to academic and community groups and collecting research data. The following summarizes our activities during the trip:
 1. Our team gave six presentations to a combined total of nearly 1600 participants. Presentations focused on adolescent romantic relationships, communication-conflict management/intimate partner violence, parenting, and internet addiction. Participants

for the various presentations included academic faculty, undergraduate and graduate students, clinicians, teachers, parents, and junior high students.

2. We collected data from nearly 600 emerging adults from Guangdong Province. Four universities and multiple collaborators are working together on a number of research questions. These collaborators (and university affiliations) include Dr. Fuming Zheng (South China Normal University), Dr. Ryan Peterson (University of Central Missouri), Dr. Chih-Yuan (Steven) Lee (University of Minnesota) and our team from KSU.
3. We continued to develop relationships with colleagues and students at South China Normal University and clinicians at the Clear Sky Counseling Center. We hope that these experiences will lead to additional research and clinical collaborations in the future. We also met Dr. Hyun Ah Seo, a Columbia University educated professor from South Korea, who has invited us to come to Korea next year and who has offered to assist us in data collection and networking in Korea.

Joyce Baptist:

- Traveled to Kenya in April 2007 and July 2007 for the following activities:
 1. Research focusing on HIV/AIDS prevention among orphans, vulnerable children and their caregivers
 2. Participated in the African Family Life Federation workshop, April 2007, on adapting a value-based school curriculum from Latin America to the African context.
- As part of the African Studies Program, I am collaborating on a research project entitled “The HIV/AIDS Nexus in Africa: Understanding the Coupled Human and Natural Dimensions” with an interdisciplinary group of faculty at KSU and at Jomo Kenyatta University of Agriculture and Technology, Kenya.
- Traveled to Malaysia in January 2008 for the following activities:
 1. Trained counselors at Calvary Life Ministry on couples therapy.
 2. Together with faculty associated with Crossing the Border, a non-profit organization in Chicago, I trained Malaysian faculty on teaching clinical supervision.
 3. Working with Calvary Life Ministry, Malaysia on a study entitled “Treatment Effectiveness of Couple and Family Therapy.”
 4. Presented “Lessons Learned from Developing Leadership in Clinical Supervision in Malaysia,” at the International Family Therapy Association Annual Conference in Porto, Portugal, March 2008.

Sandy Stith:

- Presented a workshop entitled “Couples treatment for Domestic Violence,” at the International Family Therapy Association Annual Conference in Porto, Portugal, March 2008.
- Presented a two-day training in Queretaro, Mexico, December 10 -11, 2008 on Domestic Violence Focused Couples Treatment. I am training clinicians to work with couples who have experienced Intimate Partner Violence.

Tony Jurich:

- Presented a workshop entitled “Family Therapy with Suicidal Adolescents” and was a

moderator of a panel discussion on suicidal adolescents at the International Family Therapy Association Annual Conference in Porto, Portugal, March 2008.

Esther Maddux

- Wrote a book chapter in an E-book that was unveiled this summer at the International Federation for Home Economics in Lucerne Switzerland. The conference was July 26 to 31. The title of the E-book and Chapter was Maddux, E. (2008). Steps for developing and sustaining optimal financial quality of life for consumers worldwide. In ebook edited by O'Donoghue, M., Global Sustainable Development: A Challenge for Consumer Citizens. Lucerne, Switzerland: IFHE.

College of Technology and Aviation

- Ackerman, Dr. Patricia. (2008). "Writing About the Holocaust." National Writing Project, Holocaust Educators' Seminar. National Holocaust Museum, New York City, NY.
- Barragree, Cari. (2007). "Developing Teaching Materials for the Negro Leagues Baseball Museum: Making Learning Come Alive." Presented at the National Rural Educators Association Conference, Kansas City, MO.
- Barragree, Cari. (2007). "Making Teaching Come Alive: Creating e-Museum Curriculum Materials for the Negro Leagues Baseball Museum." Presented at the Mid-America Association for Computers in Education, Manhattan, KS.
- Barragree, Cari. (2007). "Making Diversity Count." Presented at the University of Massachusetts – Amherst.
- Barragree, Cari. (2008). "The Pyramid of Hate." Presented at K-State at Salina as part of the Educators' Brown Bag Series.
- Barragree, Cari. (2008). Upward Bound Diversity Course, a five-week course for all Salina Upward Bound students that covers the following topics: socioeconomics, sexuality, race, gender, social bias, discrimination, and prejudice.
- Barnard, Ken, Raju Dandu, and Greg Stephens. Earth Day activities KSU – Salina campus, Salina, Kansas.
- Dandu, Raju and Greg Stephens – "Earth Day Teach-In: A Model for Industry, Community, and Education Collaboration" *KATS Camp, Conferences on Science and Education*, Rock Springs, KS, April 26-27.
- Dandu, Raju, Greg Stephens, and Ken Barnard – "Earth Day Teach-In: A Model for Industry, Community, and Education Collaboration. Earth Day report. Regional ASEE conference. Wichita, Kansas and ASEE National Conference, Pittsburg, Pennsylvania.
- Beckman, Evan. (2008) "Aviation in Puerto Rico, South America, and England." Presented at K-State at Salina as part of the Educators' Brown Bag Series.
- Dandu, Raju. (2008) "India." Presented at K-State at Salina as part of the Educators' Brown Bag Series and to the Upward Bound "Education: The World Tour" series.
- Genereux, Bill. (2008) "Travels in Germany and the Philippines." Presented at K-State at Salina as part of the Educators' Brown Bag Series and to the Upward Bound "Education: The World Tour" series.
- Genereux, Bill and Dr. Leslie D. Hannah. (2007) Workshop on *Theatre of the Oppressed*. Missouri University, Columbia, Missouri.

- Hannah, Dr. Leslie D. and Lexi Hannah. (2007 – 08). “Cherokee Culture and Traditional Dance.” Presented at various locations around the state of Kansas.
- Hannah, Dr. Leslie D. (2007) “...and Speaking of Literacy: The Oral Histories of the Cherokee.” Presented at the National Association of Native American Studies Annual Conference, Baton Rouge, Louisiana.
- Hannah, Dr. Leslie D. (2007) “The Multi-Ethnic American Narrative.” Presented at the Southwest and Texas Popular and American Culture Conference, Albuquerque, New Mexico.
- Hannah, Dr. Leslie D. (2007) “If the Subaltern Speaks in the Woods (and Nobody Listens...)” Presented at The First and the Forced Conference on Indigenous and African Americans, Haskell Indian Nations University, Lawrence, Kansas and at The Sixth International Conference on Diversity in Organizations, Communities, and Nations. New Orleans, Louisiana.
- Hannah, Dr. Leslie D. (2007) “The Soul of the Indian.” Presented at the 2007 Oxford University Literary Roundtable, Harris/Manchester College, Oxford University, Oxford, England.
- Hannah, Dr. Leslie D. (2008) “The Benefits of a University Education to an Increasingly Diverse World.” Presented at the International Education Week forum, Northwest Arkansas Community College, Bentonville, Arkansas.
- Hannah, Dr. Leslie D. (2008) “On the Issue of Sovereignty.” Presented at the 35th Annual Symposium on the American Indian *And Still the Waters Run*. Northeastern State University, Tahlequah, Oklahoma.
- Hannah, Dr. Leslie D. (2008) “The Benefits of a University Education to an Increasingly Diverse World.” Presented at the World Universities Forum, in Conjunction with the G-8 Economic Summit, Davos, Switzerland.
- Hannah, Dr. Leslie D. (2008) “American Indian Folklore and Traditions.” Presented as part of the President’s Lecture Series at Butler Community College, El Dorado campus and at the Kickapoo Indian Reservation Boarding School, Powhattan, KS.
- Hannah, Dr. Leslie D. (2008) “American Indian Religion.” Presented as part of the President’s Lecture Series the Kickapoo Indian Reservation Boarding School, Powhattan, KS.
- Hannah, Dr. Leslie D. (2008) “Twenty-first Century Warriors: Understanding the Changing Faces and Needs of Native Students.” National Institute for Native Leadership in Higher Education. Santa Ana Pueblo, New Mexico.
- Hannah, Dr. Leslie D. (2008) “What is the Image of American Indians in Popular Culture?” Presented at the Southwest and Texas Popular and American Culture Conference, Albuquerque, New Mexico.
- Khan, Saeed M. and Beverlee Kissick. (2007). “Linking International Competition, Innovation, Cultural Understanding and global thinking: Motivating Technology Students to be Attentive to Cultural Issues,” *Conference Proceedings of American Society of Engineering Education (ASEE) 2008 Annual Conference and Exposition*, Honolulu, Hawaii.
- Khan, Saeed. “Globalization Diversity Panel Discussion” in class ETA 020.
- Molitor, Jennifer. “Dying for Ireland: Violence, Silence, and Sacrifice in Dorothy Macardle’s *Earth Bound: Nine Stories of Ireland (1924)*” published in *New Hibernia Review*, Vol 12, Number 4, Winter 2008.

- Morse, Julia and Lucy Kollhof. (2008). "Variety in Science Careers for Women and Men." Presented to Upward Bound "Education: The World Tour" series, K-State at Salina.
- Stephens, Greg. (2007) Chaired panel "Globalization and Human Rights." Salina, Kansas.
- Stephens, Greg. (2008) Panel participant. "Globalization in Engineering Technology." Salina, Kansas.
- Stephens, Greg. (2007/08) Tilford Storytelling Project (originally conducted 2006) resulted in a DVD and several short television programs that aired on Salina Community ACCESS Television during 2007 and 2008. Salina, Kansas.
- Trigg, Kim [student] (2008). "The Latino Culture." Presented to the Upward Bound "Education: The World Tour" series.
- Various speakers/presenters. (2008). "Political Diversity in Action." A series of informal dialogues between K-State at Salina community members during the 2008 Presidential election season. K-State at Salina Library.

College of Veterinary Medicine

Publications

- Elmore, R. (2004). Reasons for the Lack of Racial Diversity in Veterinary Medicine. *Journal of the American Veterinary Medical Education*, 31 (4).
- Elmore, R. (2003). The lack of racial diversity in veterinary medicine. *Journal of the American Veterinary Medical Association*, 222, (1), 24.

Office of the Provost

- In the past year, the Provost and Assistant Provost presented a diversity-related program at the national meeting of the Higher Learning Commission, along with Developing Scholars' director Anita Cortez.

Student Life

- Gabriela Sabates Director of the Pilots program, made a number of diversity presentations, including one at Harvard University. She also published a paper regarding Hispanic Women in Higher Education.
- Counseling Services participates in the McNair's Scholars Program by sponsoring a student.
- Counseling Services is exploring research focused on minority response to mental health problems (KPIRS). A multi-institutional research led by K-State Counseling Services sought a diverse population from the study sample (21.7% minority students of a total of 3,651 students). The Study provides insights into mental health concerns among college students.
- Anita Cortez presented "The Developing Scholars Program: An Undergraduate Research Program for Recruitment and Retention at Kansas State University," to the K-State Alumni Association Executive Board, October, 2008.
- Anita Cortez published an essay, "Reflections on La Esperanza," in *Educational Considerations*, Vol. 35, No. 1, Fall 2007.

- Pathways to Opportunity: A Campus-Corporate Collaboration to advance Pre-Health Students of Diverse and First Generation Backgrounds, National Conference on Race and Ethnicity in Higher Education, University of Oklahoma, 2007.
- Approximately 60 students from under-represented groups presented their research at the DSP Poster Symposium, April 2007 and 2008.
- Disability Support Services (DSS) staff provided a variety of presentations, trainings, and other scholarly activities, including regional Kan-AHEAD (Association of Higher Education and Disability) and Mini Kan-AHEAD conference presentations, Disability and Violence Safe Zone Presentations - Aired on K-State TV, guest speaker presentations to classes about disability awareness and Def Culture, training Presentations to admissions representatives, summer orientation leaders and University Experience interns, presentation for ACIC, Inclusion week presentation, course accessibility workshop – presented 3 times and videotaped, and the Wamego Transition Fair.
- The McNair Scholars Program sponsored Scholars to present their summer undergraduate research projects:
 - Ten Scholars presented at the McNair Heartland Conference in Kansas City, MO, September 2007 and attended a graduate school fair.
 - Four Scholars presented at the McNair Conference at the University of California at Berkley in August 2008.
- Dr. Kathleen Greene presented "Alumni Perceptions of the McNair Scholars Program at Kansas Universities," at the Mid-America Association of Educational Opportunity Program Personnel Conference, St. Charles, IL, November 2007.
- A K-State Student Union staff member presented the "Tunnel of Oppression" at the National Association for Campus Activities (NACA) and on the K-State campus.
- Upward Bound & Upward Bound Math/Science Programs, Salina, presented the Pyramid of Hate. First Year seminar. K-State at Salina. October 2008. (with Elliott, A.) Professional Development: Enhancing Instruction for All Learners. Kansas State University College of Education. April 2008. (with Baillargeon, T., Boswell, R., Elliott, A.). Making Teaching Come Alive: Creating eMuseum Curriculum Materials for the Negro Leagues Baseball Museum. National Rural Educators Association. February 2007.

Appendix XVIII:						
Awards Received for Diversity Excellence						
Award Recipient						
College or Admin Unit	Indiv.	Dept.	College	Student Org	Award Name	Source
Agriculture						
Ted Cable	X				International Educator Award	Office of the Provost
Argiculture			X		KSRE Diversity Award	K-State Research & Extension
Architecture						
Richard Hoag	X				CAP&D Diversity Award to a Faculty Member for Service	College of Architecture, Planning and Design (CAP&D)
Clemente Jaquez-Herrera	X				CAP&D Diversity Award to a Student Member for Service	College of Architecture, Planning and Design (CAP&D)
Clemente Jaquez-Herrera	X				2007 - 2008 Commerce Bank Student Award for Enhancing Diversity and Multiculturalism at K-State	Office of the President
Wendy Ornelas	X				Exemplary Teaching Award from Sigma Lambda Beta Honor Society	Sigma Lambda Beta Honor Society
Architecture				X	First Place NOMAS Chapter of the Year	National Organization of Minority Architects (NOMAS)
Architecture				X	Fourth Place - NOMAS for "The annual Student Design Competition for NOMA"	National Organization of Minority Architects (NOMAS)
Arts and Sciences						
Wayne Goins (Music)	x					Black Liberated Arts Center in Oklahoma
Engineering						
Jennifer Anthony (Chemical Engineering)	X				Fall 2007 Making a Difference Award	Women in Engineering and Science Program

LaVerne Bitsie-Baldwin (Multicultural Engineering Program)	X				Fall 2007 Making a Difference Award	Women in Engineering and Science Program
Rebecca Burns (Biological & Agricultural Engineering)	X				Fall 2007 Making a Difference Award	Women in Engineering and Science Program
Mark Casada (Biological & Agricultural Engineering)	X				Fall 2007 Making a Difference Award	Women in Engineering and Science Program
Lou Claassen (Biological & Agricultural Engineering)	X				Fall 2007 Making a Difference Award	Women in Engineering and Science Program
Timothy Deines (Industrial & Manuf. Systems Eng.)	X				Fall 2007 Making a Difference Award	Women in Engineering and Science Program
Sunanda Dissanayake (Civil Engineering)	X				Fall 2007 Making a Difference Award	Women in Engineering and Science Program
Larry Erickson (Chemical Engineering)	X				Fall 2007 Making a Difference Award	Women in Engineering and Science Program
Susan Gerth (Civil Engineering)	X				Fall 2007 Making a Difference Award	Women in Engineering and Science Program
Vicky Geyer (Industrial & Manuf. Systems Eng.)	X				Fall 2007 Making a Difference Award	Women in Engineering and Science Program
Allan Goodman (Architectural Eng. & Construction Science)	X				Fall 2007 Making a Difference Award	Women in Engineering and Science Program
Steven Hart (Civil Engineering)	X				Fall 2007 Making a Difference Award	Women in Engineering and Science Program
Ray Hightower (College of Engineering)	X				Fall 2007 Making a Difference Award	Women in Engineering and Science Program
Mustaque Hossain (Civil Engineering)	X				Fall 2007 Making a Difference Award	Women in Engineering and Science Program
Karthik Iyer (Industrial & Manuf. Systems Eng.)	X				Fall 2007 Making a Difference Award	Women in Engineering and Science Program
Amita Joshi (Industrial & Manuf. Systems Eng.)	X				Fall 2007 Making a Difference Award	Women in Engineering and Science Program
Kimberly Kramer (Architectural Eng. & Construction Science)	X				Fall 2007 Making a Difference Award	Women in Engineering and Science Program
Olga Lease (College of Engineering)	X				Fall 2007 Making a Difference Award	Women in Engineering and Science Program
Ronaldo Maghirang (Biological & Agricultural Engineering)	X				Fall 2007 Making a Difference Award	Women in Engineering and Science Program

M.M. Medhat Morcos (Electrical & Computer Engineering)	X				Fall 2007 Making a Difference Award	Women in Engineering and Science Program
Steven Warren (Electrical & Computer Engineering)	X				Fall 2007 Making a Difference Award	Women in Engineering and Science Program
Naiqian Zhang (Biological & Agricultural Engineering)	X				Fall 2007 Making a Difference Award	Women in Engineering and Science Program
Human Ecology						
Karen Hudson (HN)	X				K-State Research & Extension Award for Diversity in 2008	K-State Research & Extension
Dr. Farrell Webb (FSHS)	X				2007 Commerce Bank Award for Distinguished Service to Historically Underrepresented Students	Office of the President
Denis Medeiros		X			Outstanding Department or Unit for Enhancing Diversity in 2007-2008	Office of the Provost
Libraries						
Tara Baillargeon	X				College of Education's Outstanding Graduate Student Award for her work with the Negro Leagues Baseball Museum	College of Education
Office of Diversity				X	The Clarence Wine Outstanding Big XII Council of the Year	Big XII Council on Black Student Government
Student Life						
Jeanne Gerhard (McNair Scholars Program)	X				Classified Employee of the Year/Educational & Personal Development Programs.	University Human Resources
College of Veterinary Medicine						
Dr. James Coffman	X				Iverson Bell Award, Association of American Veterinary Medical Colleges (AAVMC)	Association of American Veterinary Medical Colleges (AAVMC)

KANSAS STATE UNIVERSITY

