

K-State faculty and to increase the presence of diverse faculty on the KSU campus.

B. Develop collaborative programs with HBCUs, 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 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 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. 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 work to engender a sense of confidence and trust in the system.

C. Adequately fund major 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.

# D I V E R S I T Y

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.

O. Mobilize and engage multicultural alumni in the advancement of diversity at K-State.

VII. Diversity Fundraising

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.

*Glossary:*

ABD = All But Dissertation

HALO = Hispanic American Leadership Organization

HBCU = Historically Black Colleges and Universities

HIS = Hispanic Serving Institutions

NASI = Native American Serving Institutions

## BASIC ELEMENTS OF THE

2008 - 2013

Strategic Plan for

# Diversity

*“Adding Value  
to Tomorrow’s World”*

Kansas State University

**Basic Elements of the Strategic Plan for Diversity  
2008 - 2013**

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.

II. Recruitment and Retention of Historically Under-represented Students

- A. Assess and evaluate existing recruitment efforts aimed at historically under-represented students.
- 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 attract historically under-represented students, to mentor 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 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. Curriculum Transformation Through the Infusion of Multicultural and Diverse Content in All Academic Programs

- 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 with Other Academic Institutions

- A. Develop faculty exchange programs to enhance the cultural competence of