

# President’s Task Force on Diversity Education Progress Report

**GOAL 1: Leadership Commitment**

**DESCRIPTION:** The University’s administration and campus leaders should be committed to creating and sustaining a campus climate that is respectful, safe and welcoming for all students, faculty, staff and alumni.

Recommendation	Progress	Timeline	Responsible Party
<p>Hire a national campus climate consultant to engage the University in a long-term strategy to achieve this goal.</p>	<ul style="list-style-type: none"> <li>July 2016 Inclusion INC consulting firm contracted to provide 360 Inclusive Leader evaluations to 3 cohorts of 25 leaders which include Executive Staff, deans, chairs, and directors.</li> <li>Facilitated 3 Live Learning Sessions for cohort participants</li> <li>Provided one on one Virtual Coaching Sessions with cohort participants</li> <li>Inclusion INC consultant, Andrá Ward met with Dr. Vargas to provide feedback on process/findings.</li> </ul>	<p><u>Goal Met:</u> Proposed timeline for diversity consultants to complete consulting contract September 2016-August 2017.</p>	<p>OIED VP F&amp;A VP EMSS/DOS</p>
<p>Implement a consistent training program for the University’s leadership team to empower campus leaders to set the tone for the rest of the campus.</p>	<ul style="list-style-type: none"> <li>Training and Development was moved from Continuing Education to be a subsidiary of the Human Resources Department.</li> <li>Training and Development Manager, Mr. Will Atkins, hired to lead T&amp;D in October 2016 with the goals of creating a catalog of professional development workshops/courses offered to University employees via online portal.</li> <li>Website was created to allow online registration for catalog of workshops/courses.</li> <li>Skillsoft, an eLearning online training resource platform was purchased to provide employees access to online compliance trainings and refresher training modules. Registration capabilities are included to offer both face to face trainings/workshops.</li> <li>Training catalog includes trainings geared to increase cultural awareness/education i.e. SEMO Strong, SAFEZONE (LGBTQ), QPR (Suicide Prevention); Title IX/Sexual Harassment Prevention; Step UP (Bystander Intervention)</li> <li>T&amp;D and the Equity Issues has collaborated/partnered to provide at least 2 trainings since fall 2016 related to cultural awareness/education.</li> </ul>	<p>Goal met in October 2016 to hire T&amp;D manager and implementation of training catalogs.</p> <p>On-going Training opportunities will be developed, implemented and offered.</p>	<p>HR OIED</p> <p>Inclusion INC consulting firm assisted with developing and facilitating inclusive leadership training.</p> <p>HR Training Manager and Equity Office will continue to implement diversity &amp; inclusion training and coordinate on campus workshops on diversity/inclusion</p>

**GOAL 2: Campus Diversity Statement**

**DESCRIPTION:** The University should develop a campus diversity statement and establish cultural competency as an institutional priority imbedded across the University’s Curriculum, orientation programs, hiring practices and campus-wide events.

Recommendation	Progress	Timeline	Responsible Party
<p>Development of a Campus Diversity Statement for the University community. The Campus Diversity Statement will provide the foundation for building cultural competency exercises into orientation programs, hiring practices and campus wide events (i.e. convocations, speaker series, recognition programs, commencements) and will serve as a guide for divisions, colleges and departments developing action plans.</p>	<ul style="list-style-type: none"> <li>• Discussion related to creation of a Diversity Statement in Equity and Inclusion Committee in fall 2016/Spring 2017.</li> <li>• Equity and Inclusion Committee recommended incorporating drafting of the Campus Diversity Statement in conjunction with a University Strategic Diversity Plan.</li> <li>• Recommend drafting elements of the Campus Diversity Statement during the Higher Learning Commission (HLC) Strategy Forum in November 2017 which is focused on diversity and inclusion.</li> </ul>	<p>Aug 2016-August 2018</p> <p>Fall 2017-work on statement with HLC Strategy Forum Team in November 2017 with goal of adding to a University Strategic Diversity Plan</p> <p>Targeted for <b>fall 2018.</b></p>	<p>Equity &amp; Inclusion Committee</p> <p>Executive Staff (strategic plan)</p> <p>HLC Strategy Team</p>

**GOAL 3: Strategic Plan**

**DESCRIPTION:** The University should develop a *Strategic Plan for Equity and Inclusion* that is incorporated into the University’s Strategic Plan and the annual planning processes.

Recommendation	Progress	Timeline	Responsible Party
<p>That requires divisions, colleges and departments to establish diversity goals and initiatives annually to recruit, develop and retain a faculty and staff that reflects the diversity of the Southeast student body.</p>	<ul style="list-style-type: none"> <li>• Recommendation details discussed in the Equity &amp; Inclusion Committee meetings during AY2016-2017.</li> <li>• Equity Office has provided financial support to pay annual membership to the Greater MO Higher Education Recruitment Consortium (GMO HERC). GMO HERC has a database targeted to recruit diverse faculty/staff in higher ed. SEMO jobs can be posted to this website, statistics/data can be utilized to determine interest in SEMO job postings. SEMO banner is marketed on HERC website on a rotational basis. Database of qualified candidates can searched for targeted recruitment by location, qualifications, fields, and positions.</li> <li>• It was suggested that interim opportunities to implement diversity recruitment initiatives begin in collaborations between OIED and HR.</li> <li>• Interim initiatives established by OIED/HR include adding touchpoints related to avoiding Unconscious Bias in the Search process in the required Search Committee Training which all Search committee members must participate in beginning fall 2017.</li> <li>• Equity Officer was added to approval chain in Neogov to monitor the search committees for diverse representation; Equity officer added to review the Recruitment plans submitted the Search Committee Chairs to ensure search committee has submitted a plan which is likely to yield diverse candidates.</li> <li>• Equity office developed an Affinity Database which can be utilized by Search Committees to identify diverse affinity groups/organizations and websites to post positions which will assist in targeted recruitment of diverse candidates.</li> <li>• OIED Director will review all candidate pools to determine if the candidate pool is diverse (i.e. racial, gender, nationality, etc) prior to approving phone interview requests by Search Committees to review the candidate pool for diversity. Equity Officer can recommend extending the job posting or recommend other targeted recruitment plans to attempt to increase diversity of candidate pool.</li> </ul>	<p>On-going discussions beginning in the Equity &amp; Inclusion committee for Fall 2016-Spring 2017</p> <p>Continue discussion in HLC Strategy Forum</p>	<p>Executive Staff Deans’ Council Chairs’ Forum F&amp;A EMSS HR OIED HLC Strategic Team</p>

Recommendation	Progress	Timeline	Responsible Party
	<ul style="list-style-type: none"> <li>Recommend moving a more in depth discussion of the creation of a University Strategic Plan to the Executive Staff, the HLC Strategy Forum in Nov 2017 with subsequent discussions in Dean’s Council, Chairs’ Forum, and college/departmental meetings.</li> </ul>	On-going	
Retention efforts should include the development of mentoring programs, or affinity or employee resource groups.	<ul style="list-style-type: none"> <li>The Black Faculty/Staff Alliance (BFSA) was started in February 2016. Membership/Informational meeting initiated by OIED Director</li> <li>Executive Committee now has full responsibility of organization. Faculty chair: Dr. Tamara Buck and Staff Chair: Mr. James Williams</li> <li>BFSA webpages housed on the semo.edu/diversity website.</li> <li>LGBTQ+ Employee Alliance started in April 2017. Membership/Informational meeting initiated by OIED Director. Executive Committee selected in May 2017, Faculty chair: Dr. Kevin Hampton and Staff Chair: Mr. Randyn Miller. LGBTQ+ EA webpages housed on semo.edu/diversity website.</li> </ul>	<p>Goal met in creation of Affinity/Resource Groups</p> <p>Ongoing monitoring/support of BFSA/LBTQ+ EA by OIED</p>	OIED BFSA/LGBTQ+EA Executive committees
That encourages the professional development of historically underrepresented students to expose them to career opportunities within higher education.	<ul style="list-style-type: none"> <li>Equity &amp; Inclusion Committee discussion recommended the consideration of the development of a Minority Graduate &amp; Professional Student Organization via the Graduate Studies Office.</li> <li>Equity &amp; Inclusion Committee recommended Development of data workgroups to track student populations &amp; trends for minority, international students, first year students etc. who utilize career services, advising, attend career fairs, participate in internships, placement percentages.</li> <li>Suggested development of mentoring program for minority GA/TAs, targeting those in higher ed or educational leadership programs who may potentially apply to work at SEMO (internal talent development).</li> </ul>	On going	<p>Equity &amp; Inclusion Committee</p> <p>Career Services &amp; Advising</p> <p>Graduate Studies Office</p> <p>Institutional Research</p>

Recommendation	Progress	Timeline	Responsible Party
<p>That supports campus and community events to promote engagement, cultural awareness and a more inclusive educational environment.</p>	<ul style="list-style-type: none"> <li>• The Southeast Missouri State University Community Engagement Series developed with KRCU and OIED. Partnership includes the development of 2 diversity/equity related workshops/programs modeled on the NPR Generation Listen platform. The workshops were scheduled to be held at the Cape Public Library with a mix of campus and community members participating in workshop panels/or facilitated discussions.</li> <li>• Addition of Hispanic Heritage Month community wide activities September 15-October 15</li> <li>• Addition of LGBTQ History Month (October) activities in collaboration with the LGBTQ Resource Center and the LGBTQ+ EA.</li> <li>• Extended Cape Girardeau community-based activities for Black History Month in February.</li> <li>• In January 2017, there was the addition of the Martin Luther King Jr Day of Service in January to commemorate Dr. King with the addition of a service project in collaboration local/regional social service, Non-profit organizations.</li> <li>• Beginning in September 2016, OIED Collaboration with the Director of the Crisp Museum, Peter Nguyen to sponsor events for diverse artist exhibitions.</li> <li>• Beginning in the spring 2018, OIED will collaborate with the Holland School/Department of Theatre and Dance to sponsor a minority director in residence (Ms. Tyla Abercumbie) for the production of a “Raisin in the Sun.”</li> </ul>	<p>Started in Fall 2015 Ongoing commitment of the development of 2 workshops per semester each AY</p> <p>On-going</p>	<p>All Divisions</p> <p>Campus wide and Cape Girardeau community member collaborations.</p> <p>OIED MLK Commemoration Committee BFSA LGBTQ+EA LGBTQ Resource Center Crisp Museum</p>
<p>To ensure employees are evaluated on their performance relative to the value statements reflected in the University’s Strategic Plan. As an example, the University could adopt the widely used industry practice of defining the Knowledge, Skills and Abilities (KSAs) required to perform a job.</p>	<ul style="list-style-type: none"> <li>• Note: Requires training of supervisors before performance evaluation criteria are reevaluated, and evaluation of industry tools such as KSA to ensure long term result is change in behavior. Faculty and staff evaluations would need to be considered separately. Requires fiscal resources.</li> </ul>	<p>Long term planning discussion to incorporate HR, Professional Staff Council, CTS Council, Faculty Senate, and Executive Staff and Academic Leadership.</p>	<p>HR</p> <p>Training &amp; Development Mgr</p> <p>Equity &amp; Inclusion Committee</p>
<p>That is sustainable and obtainable with objectives, goals, benchmarks</p>		<p>On going</p>	<p>HR/Training &amp; Development Mgr Colleges/Deans</p>



Recommendation	Progress	Timeline	Responsible Party
and assessment process to evaluate the engagement, retention and professional development opportunities for target populations.			
That establishes diversity recruitment and retention as a function in the responsibilities and job descriptions of hiring managers.	<ul style="list-style-type: none"> <li>Note: External factors influencing retention will vary by departments.</li> </ul>	On going	HR
Engage with community partners, institutions, or organizations to increase college access and opportunities to recruit minorities, women and other diverse targeted populations for faculty or staff positions (e.g., Hispanic serving institutions, historically black colleges and universities, local civic or community-based organizations in the University's service region.)	<ul style="list-style-type: none"> <li>More community based sharing of job postings via email, social media groups, civic organizations, local schools, etc.</li> <li>Participation in activities with the St. Louis Hispanic Chamber of Commerce</li> <li>OIED director serves on the Women's Council for the Cape Girardeau Chamber of Commerce</li> <li>OIED Collaboration with Cindy Gannon in Athletics and Tameka Randall in ASC to collaborate and co-sponsor two Women's Empowerment Network (WEN) events each semester. Events are held at local businesses to provide opportunities to connect women from the SEMO campus and the local Cape Girardeau Business community for networking, collaborations, and access.</li> </ul>	On going	HR  Various offices/departments encouraged to develop internal outreach opportunities

**GOAL 4: Accountability and Oversight**

**DESCRIPTION:** A University standing committee, the *University Equity and Inclusion Committee* should be created to promote multicultural awareness, equity and inclusion and to monitor institutional progress toward the goal set forth in the *Strategic Plan for Equity and Inclusion*.

Original Recommendation	Progress	Timeline	Responsible Party
<p>Planning: Monitor and implement initiatives for inclusion; further develop, coordinate and implement the recommendations and initiatives set by the President’s Task Force on Diversity Education.</p>	<ul style="list-style-type: none"> <li>• Committee members appointed July 2016</li> <li>• First meeting held on 8/31/2016</li> <li>• Work groups/Subcommittees formed: 1) Curriculum Review/Academics; 2) Student Access, Engagement, Retention; 3) Data Development/Research and 4) Faculty/Staff Training &amp; Development</li> </ul>	<p>Implemented summer 2016 First meeting August 31, 2016</p>	<p>On going</p>
<p>Policy and Procedures: Assist in the implementation, monitoring, and review of equity policies and procedures.</p>	<p>Depending on the nature of the policy, the appropriate executive staff member would work to draft policies and procedures which would follow the normal process for review and approval.</p>	<p>Ongoing/as need determined</p>	
<p>Accountability: Create an annual report on diversity and inclusion that documents progress made on goals set forth in the <i>Strategic Plan for Equity and Inclusion</i>.</p>	<p>Change recommendation to Office of Equity and Diversity develops report and Committee monitors</p>	<p>On going</p>	
<p>Recruitment and Retention: Recommend initiatives for the recruitment of underrepresented groups to faculty and staff positions, as well as efforts to retain employees.</p>	<p><b>See Goal 3 Strategic Plan</b></p> <p>OIED creation of affinity database for Search Committee Recruitment plans and ongoing Search Committee trainings,</p> <p>Work directly with departments/colleges with very little diversity to discuss opportunities for more targeted recruitment and more accountability from Search Committees and department leadership which currently have no racial/ethnic diversity, especially those departments which serve diverse student populations.</p>	<p>Ongoing</p>	<p>HR OIED All Colleges/Divisions</p>

**GOAL 5: Training and Professional Development**

**DESCRIPTION:** The University should develop a *Strategic Plan for Equity and Inclusion* that is incorporated into the University’s Strategic Plan and annual planning processes.

Recommendation	Progress	Timeline	Responsible Party
<p>University evaluate and provide the needed resources to deliver and effective, sustainable diversity training and professional development program. Specifically, employees expressed interest in participating in face-to-face training in small groups, as opposed to online training.</p>	<ul style="list-style-type: none"> <li>• Training &amp; Development will move to Human Resources effective July 1, 2016.</li> <li>• Request has been made to Budget Review Committee for a Training Coordinator who can assist other areas in development and delivery of a training program</li> <li>• Ongoing progress being made in hiring Training Manager for HR-estimated hire date October 2016 with completion of successful search process</li> </ul>	<p>Fall 2016 Ongoing</p>	<p>HR OIED Human Resources/Training and Development</p> <p>All Divisions must earmark individual professional development funding on yearly basis</p>
<p>Each college/department work together to incorporate a commitment to diversity. This commitment should include recognition of efforts made by faculty to make their teaching more culturally responsive as a formal part of the tenure, promotion, and merit policies of the University.</p>	<ul style="list-style-type: none"> <li>• Faculty efforts creating and implementing culturally responsive teaching methods should be recognized in the tenure, promotion, and merit processes.</li> <li>• Offering some type of course release or financial incentive or “encouragement” for faculty interested in teaching co-teaching a course.</li> </ul>	<p>Ongoing</p>	<p>Faculty Colleges/Deans Academic Affairs Provost Chairs</p>
<p>Revise the Faculty Handbook to include diversity and culturally responsive teaching efforts in the list of criteria that counts as effective teaching.</p>	<ul style="list-style-type: none"> <li>• The Faculty Handbook should be reviewed to include diversity and culturally responsive teaching efforts in the list of criteria recognized as effective teaching.</li> </ul>	<p>Ongoing</p>	<p>Faculty Senate Academic Affairs Provost Deans</p>
<p>The Center for Scholarship in Teaching and Learning implement a regular series of workshops (at least one per semester) dedicated to issues of diversity and cultural</p>	<ul style="list-style-type: none"> <li>• Beginning in fall 2016, OIED director began facilitating training opportunities via the Faculty Take Away Fridays Fall 2016: January 16-<i>Who Are International Students?</i></li> <li>• Nov 2016 Dr. Tamara Buck <i>Teachable Moments: Examining Diversity, Student Protest, Press Rights &amp; The 1<sup>st</sup> Amendment</i></li> </ul>	<p>Ongoing</p>	<p>CSTL Various faculty/staff All Divisions</p>



Recommendation	Progress	Timeline	Responsible Party
inclusion in the classroom, including the on line classroom.	<ul style="list-style-type: none"> <li>• Feb 2016-Sonia Rucker conducted a Take Away Friday on Race, Privilege, &amp; Diversity “<i>Bias in the Faculty Search Process</i>”</li> <li>• April 2016-Dr. Shonta Smith “<i>Culturally Responsive Teaching</i>”</li> <li>• Faculty Development Day in August 2016-Implemented a Diversity Themed Day of workshops and programs for new faculty and returning faculty development.</li> <li>• The Intersection of Social Media and Title IX co-presented by Sonia Rucker and Dr. Hamner Hill in Spring 2017</li> </ul>		CSTL Various faculty/staff All Divisions
Clerical-Technical-Service Staff receive training opportunities so that credit may be applied toward the CAP/CAP-OM certification for completing diversity training.	<ul style="list-style-type: none"> <li>• CTS has recommended to Budget Review Committee that CAP/CAP-OM program be discontinued at end of calendar year 2016, and existing participants be grandfathered into program. Final recommendations from BRC will come by end of spring semester.</li> </ul>	Ongoing	HR CTS Council
Dedicated funds, both University and donor designated, be set aside to increase the diversity of students participating in internships, leadership training, and faculty research activities.		On going	Alumni Affairs Career Services Colleges Various Divisions

**GOAL 6: Curriculum Review**

**DESCRIPTION:** The curriculum should be enhanced by incorporating general education diversity elements and attributes and expanding the availability of course offerings that discuss diversity.

Recommendation	Progress	Timeline	Responsible Party
<p>University Studies Council, in the course of its review of the University Studies program, add a diversity component to the general education requirement at Southeast. The Task Force does not make specific recommendations as to where this component be a specific course, a course chosen by the departments or colleges, or incorporated broadly throughout the curriculum.</p>	<ul style="list-style-type: none"> <li>• The University Studies Council will include diversity elements and attributes in the general education program.</li> <li>• Diversity themes be considered/included in all relevant University Studies courses-Equity &amp; Inclusion Committee discussed adding this as a Work Group with input needed from University Studies Council and Colleges/Deans for further progress to be made in AY 2018-2019 following University Studies review.</li> </ul>	<p>August 2016 Ongoing discussion implementation/ resource allocation</p>	<p>Academic Affairs Equity &amp; Inclusion Committee  Colleges</p>
<p>Academic Department continue to update curricula to incorporate diverse content as appropriate. As an example, the Department of Psychology added a diversity requirement to the psychology major core in academic year 2016.</p>	<ul style="list-style-type: none"> <li>• Each college/major/department should be encouraged to develop a diversity course related to the discipline</li> <li>• Academic departments continually update curricula to incorporate contemporary diversity themes in relevant courses and programs.</li> <li>• <b>Item in Program Review process.</b></li> </ul>	<p>On going</p>	<p>Academic Affairs/Provost Colleges Deans</p>
<p>Allocate additional funds to Funding for Results to establish a competitive process by which faculty and staff may seek funding to implement culturally responsive teaching methods that will enhance the teaching and learning process.</p>		<p>On going</p>	
<p>Academic Affairs request that academic college and schools submit recommendations for expansion of diversity and inclusion</p>	<ul style="list-style-type: none"> <li>• Send items to Colleges and departments discuss additions of interdisciplinary concentrations, emphases, and/or minors related to ethnic and gender studies.</li> </ul>	<p>On going</p>	<p>Academic Affairs Colleges/Deans Chairs</p>

Recommendation	Progress	Timeline	Responsible Party
<p>course offerings. As part of this review, faculty expressed ideas for diversifying the curriculum, if funding were available. Examples in the areas of business administration, religious studies, history, and theatre and dance were shared.</p>	<ul style="list-style-type: none"> <li>• <b>Formation of Seminars, pooling of funds/resources to implement one day seminars, workshops, etc.</b></li> </ul>	<p>On going</p>	<p>Academic Affairs Colleges/Deans Chairs</p>
<p>Establish a pool of dedicated funds to support increased participation in internships, undergraduate teaching assistant activities, and faculty research activities by members of underrepresented populations with a goal of increasing the number of persons from underrepresented populations in and ready to pursue advanced degrees and join the professoriate.</p>	<ul style="list-style-type: none"> <li>• <b>Targeted funding needs to be identified to increase under-represented student participation in internships and student research.</b></li> </ul>	<p>On going</p>	<p>VP F&amp;A EMSS</p>

**GOAL 7: Student Access, Engagement and Success**

**DESCRIPTION:** The student experience should be evaluated to provide all students with knowledge of and access to a coherent framework of academic and co-curricular programs, leadership programs, mentorship and career development initiatives to support college student persistence and graduation.

Recommendation	Progress	Timeline	Responsible Party
Recruitment and outreach strategies by reviewed and supported financially to ensure they continue to support the recruitment of diverse students and expand the college access pipeline for more first generation and low-income students. Suggested areas for review include the Multicultural Showcase program, financial aid awareness and outreach in the service region, and pre-college programming.	<ul style="list-style-type: none"> <li>BRC request submitted for funding for Financial Counselor to target regional schools/students/ parents and promote financial literacy.</li> </ul>	On going	All Divisions
New Student Orientation and engagement programs be reviewed to assess the level of participation of diverse students and parents and plans be developed to increase the participation of diverse students in co-curricular programs.		On going	Admissions EMSS
Assess and expand, as appropriate, programming designed to provide mentoring and career development to meet the needs of underrepresented student populations.	<ul style="list-style-type: none"> <li>Implementation of the St. Louis office Externship program and the</li> <li>Athletics Bridge Life Skills Program</li> </ul>	On going	All Divisions Career Services Advising Offices EMSS Colleges
Academic departments, as appropriate, support the establishment of professional organization and association student	<ul style="list-style-type: none"> <li>Current affinity group affiliations provided by college/field</li> <li>Encouragement of departments to assist with funding to charter new chapters for departments i.e. Black Nurses Association in HHS.</li> </ul>	On going	Colleges OIED

Recommendation	Progress	Timeline	Responsible Party
<p>chapters that support the career development of historically underrepresented students.</p> <p><b>Attachment 10</b> provides a list of professional organization and associations with African-American student chapters.</p>			
<p>The University support student interest in instituting an annual Sankofa Ceremony to make the transition of African-American students between key life points and further ties them to the larger Southeast community (Attachment 11 )</p>	<ul style="list-style-type: none"> <li>• Review opportunities to recognize and engage underrepresented students at various stages of development</li> <li>• Aug 2016- addition of the OIED and Black Faculty Staff Alliance Welcome Picnic for incoming minority students to the Engage in 8 Activities.</li> </ul>	<p>On going</p>	<p>OIED Black Faculty/Staff Alliance All Divisions EMSS</p>
<p>The University work to ensure a diverse representation of students is included in student leadership roles and on University committees with student representation.</p>		<p>On going</p>	

**GOAL 8: Alumni Engagement**

**DESCRIPTION:** The University community should continue to work collaboratively to develop an inclusive strategy to engage all alumni, including diverse groups within the alumni population.

Recommendation	Progress	Timeline	Responsible Party
The University continues to host event for alumni in communities of color, international communities, urban areas outside of St. Louis and rural areas. Resources need to be made available to fulfill this effort.	<ul style="list-style-type: none"> <li>African American Alumni Event coordinated with St. Louis Alumni for Fall Homecoming 2016 –targeted event to reengage with minority alumni and inclusion of Black Faculty Staff Alliance members for Fall Homecoming 2017.</li> <li>Fall 2016 BFSA and the LGBTQ+ EA each selected an Alumni Chair to their respective Executive committees to encourage continued outreach and engagement with Black and LGBTQ+ alumni.</li> </ul>	Ongoing	Alumni Affairs OIED Black Faculty Staff Alliance LGBTQ+ EA
The University supports faculty in efforts to reach out to alumni in cities where they may have academic meetings, conferences and workshops.		On going	All divisions
Invite a diverse array of alumni to present different topics to students.	<ul style="list-style-type: none"> <li>Fall 2017/Spring 2018 collaboration planned with alumni in St. Louis area and ASC to host events with Black alumni in St. Louis area.</li> <li>Following the African American Alumni Event in Fall 2016, Black Alumni database created to determine guest speakers/presenters for colleges/departments, events, etc.</li> </ul>	On going	All divisions
Meetings continue with the Southeast Missouri University Foundation and Alumni Association staff in order to evaluate such efforts and modify when necessary.		On going	Alumni Affairs
The University work to ensure a diverse representation of alumni is included on all University advisory committees and boards.	<ul style="list-style-type: none"> <li>Added 1 African American alumni to National Alumni Board of Directors; invited African American student to join Foundation Board; Dean of HHS established two advisory boards with significant diverse representation</li> </ul>	On going	All Divisions

**GOAL 9: Honoring History**

**DESCRIPTION:** The University should commission a student of the historical participation of minority student populations enrolled and honor the history and traditions of these students and their achievements.

Recommendation	Progress	Timeline	Responsible Party
<p>The University update and display the exhibition of historical African-American achievements and institutional contributions, previously on display in the University Center.</p>	<ul style="list-style-type: none"> <li>• Material will not be limited to the UC, Colleges/depts., Athletics will be encouraged to acknowledge historical accomplishments i.e. Houck (photos of Curtis Williams 1<sup>st</sup> Black basketball player (1966), Education Dept. (Scully) photo of Helen Carter (1<sup>st</sup> African American Education student admitted to SEMO)</li> <li>• Former African American historical pictures were scanned by the Kent Archivist. All photos are currently available on the Equity Issues website <a href="http://semo.edu/diversity">semo.edu/diversity</a> Historical photos</li> <li>• Committee established/met in Fall 2015 to determine process to have material displayed in UC-Mississippi Room (4<sup>th</sup> floor).</li> </ul>	<p>In process for Spring 2018 completion</p>	<p>Gretchen Grojean Michele Irby</p> <p>Kent Library archivist</p> <p>OIED</p>
<p>The University continue to enhance the <i>Diversity at Southeast</i> website by sharing the important historical institutional events that lead to the enrollment and development of today's current diverse student population.</p>	<ul style="list-style-type: none"> <li>• <a href="http://semo.edu/diversity">semo.edu/diversity</a> website was updated by the SEMO web group. Additional topics, photos, diversity dialogues, event pages for diversity related campus/community events, Diversity Task Force Recommendations updates, diversity related news articles housed.</li> <li>• Pages created to host the Black Faculty/Staff Alliance and the LGBTQ+ EA to serve as a resource to faculty/staff HR candidates and current members of these diverse communities. Event pages listed for each semester, photos/contacts for members of the Executive Committees for each group.</li> <li>• Fall 2017, Equity office social media will be added to enhance traffic to the Diversity @SEMO webpages via Facebook event marketing and Twitter.</li> </ul>	<p>Website launched in fall 2016</p> <p>On going</p>	<p>Office of Institutional Equity and Diversity</p> <p>Web Development</p>