

**Tennessee State University
Interim Access and Diversity Plan
2007-2009**

Tennessee State University recognizes that planning for diversity, inclusion, and access is an integral component of the University's future. Therefore, the University has begun to review and modify existing access and diversity initiatives for faculty, staff, and students, and develop new initiatives in light of the ending of the *Geier v Bredesen* case. One of the first steps of the process was the formulation of an Academic Interdisciplinary Committee on Access and Diversity, composed of faculty, staff, and students. The committee was charged with the following:

- Formulating a definition of diversity or principles of diversity;
- Defining University diversity/access goals;
- Recommending a diversity policy statement regarding the educational benefits to students of the goals selected;
- Developing recommendations regarding three focus areas for diversity initiatives: student financial assistance, student recruitment and retention, faculty and staff recruitment;
- Setting benchmarks to determine the success of the diversity objectives;
- Setting a timeline to meet these objectives; and
- Developing an Access and Diversity Plan.

The Academic Interdisciplinary Committee on Access and Diversity is chaired by Dr. Gloria C. Johnson, Associate Dean of the College of Arts and Sciences. The Committee's inaugural meeting was February 7, 2007, and it met throughout the spring 2007 and 2007-08 academic year.

The first step was to formulate principles of diversity, which read:

- Tennessee State University as an educational entity values the uniqueness of its student body, employees, and constituents, both individually and collectively, and harnesses this plurality to promote the common interest of the institution and the various publics it serves.

- Diversity is the recognition and respect of differences and the uniqueness of individuals and organizations.
- Diversity is one of the core values of the University.
- The University supports a concept of diversity which will create an educational and work environment that leverages the diverse characteristics of both our student body and our employees, including the conventional characteristics of age, race, sex, national origin, religion, disability, and veteran status, but also includes other characteristics that differ from one person to another and one group to another, including but not limited to such characteristics as socio-economic class, regional origin, appearance, sexual orientation, political and religious conviction and affiliation, and other qualities.

The following goals for diversity and access were defined by the committee:

1. Create a synergy between institutional systems, processes, resources and culture that supports purposeful and deliberate efforts at recruiting and retaining underrepresented minorities and women as part of a diverse cadre of faculty, staff, and administration.
2. Recruit a diverse student body at the undergraduate and graduate levels, while increasing graduation and retention rates of students.
3. Increase alternative instructional options, such as distance education offerings.
4. Build and maintain a campus infrastructure that embraces diversity.
5. Provide opportunities for increased awareness of diversity issues and encourage appreciation for a full range of human experiences.
6. Have a diverse research program at TSU.
7. Provide consistent, reliable, and complete information to the University and related communities external (general public, specifically interested groups, etc.) and Internal (students, faculty, staff and administrators).
8. Assess the curricula to determine which encourage and support an understanding of diversity and determine curricula enhancements and changes which would support greater diversity and an environment of inclusiveness.

After developing the above principles and goals, the larger committee divided into work groups covering the areas essential to the Diversity and Access initiative: curriculum; progress of university broadly defined as student activities, life, student make up and ratio, campus climate, and facilities; student recruitment and retention including scholarships, grants, & financial assistance; staff & faculty recruitment & retention; research; community service; and communication.

With these goals and principles as the focus, this plan suggests strategies that may be implemented to assess, support, and improve the existing campus environment and curricula, while identifying and targeting new areas for growth and enhancement for greater diversity, access, and inclusion. The matrices attached detail objectives, strategies, and possible assessment measures. The strategies include short term as well as long-term goals. This Access and Diversity Plan is an interim one in nature with short term goals for the 2008-09 and 2009-10 academic year. The Plan will be annually evaluated by the Committee. The Committee also developed some long term goals over the next 10 years which may be altered based upon the long-term plans of the University. The Committee will adjust the Access and Diversity Plan to take into consideration the Academic Master Plan, Facilities Management Master Plan, and 2010-15 Strategic Plan. Once these are reviewed, assignment of persons to implement the strategies to achieve each goal will be considered by the committee and approved by the Provost/Executive Vice President and the Director of Equity, Diversity, and Compliance. The Director of Equity, Diversity, and Compliance will monitor implementation and assessment.

TENNESSEE STATE UNIVERSITY DIVERSITY STATEMENT

Tennessee State University as an educational entity values the uniqueness of its student body, employees, and constituents, both individually and collectively, and harnesses this plurality to promote the common interest of the institution and the various publics it serves. Diversity is the recognition and respect of differences and the uniqueness of individuals and organizations. Diversity is one of the core values of the University. The University supports a concept of diversity which will create an educational environment that leverages the diverse characteristics of both our student body and our employees, resulting in continuous growth and development for the University. In addition to varied human characteristics, backgrounds, experiences, and interests, the University values varied points of view and reflect these through our curriculum, policies, and related activities. We value the contributions of all faculty members, administrators, staff, students, alumni, and other stakeholders. Our commitment to assuring our diversity necessitates our focus on access as the right to enter, make use of, and participate in the educational enterprise.

Adopted by the Academic Interdisciplinary Committee on Access and Diversity February 28, 2007.

MATRICES
FOR TENNESSEE STATE UNIVERSITY'S
INTERIM ACCESS AND DIVERSITY PLAN

August 2008

TENNESSEE STATE UNIVERSITY
Academic Interdisciplinary Committee on Access and Diversity
Subcommittee on Faculty and Staff Recruitment and Retention

| GOAL | OBJECTIVES | STRATEGIES | ASSESSMENT | IMPLEMENTATION DATE |
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| <p>To create a synergy between institutional systems, processes, resources and culture that supports purposeful and deliberate efforts at recruiting and retaining underrepresented individuals as part of a diverse cadre of faculty, staff, and administration</p> | <p>1. To develop institutional processes that incorporate best practices in fostering diversity with faculty and staff recruitment and retention</p> | <p>1.1. Review of guidelines, standards, policies, and procedures related to faculty and staff recruitment</p> <ul style="list-style-type: none"> ▪ Composition of the search committee ▪ Development of position announcements ▪ Advertisement, recruitment, and outreach ▪ Analysis of the applicants and the candidate pool ▪ Selection process monitoring <p>1.2. Review of guidelines, standards, policies and procedures related to faculty and staff retention</p> | <p>1.1. Recruitment checklist</p> <ul style="list-style-type: none"> ▪ Establishment of institutional guidelines, standards, policies, and procedures ▪ Application of and adherence to the established process across departments ▪ Establishment of a faculty, staff, and administration database ▪ Evaluation of <i>gains</i> in recruiting underrepresented individuals compared to the database | <p>1.1 2008-2009 academic year</p> <p>1.2 2008-2009 academic year, except Mentorship of junior faculty and staff slated</p> |

| GOAL | OBJECTIVES | STRATEGIES | ASSESSMENT | IMPLEMENTATION DATE |
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| | 2. To establish support systems that complement | <ul style="list-style-type: none"> ▪ Faculty and staff development programs ▪ Accommodations for faculty and staff with disabilities ▪ Continuous examination of pay, benefit, and promotion equity ▪ Mentorship of junior faculty and staff <p>2.1 Identification and development of existing and potential institutional resources such as departments and offices</p> | <p>1.2.Retention checklist</p> <ul style="list-style-type: none"> ▪ Establishment of institutional guidelines, standards, policies, and procedures ▪ Application of and adherence to the established process across departments ▪ Establishment of turnover profiles including turnover factors from exiting employees ▪ Evaluation and monitoring of turnover factors and <i>gains</i> in retention <p>2.1 Checklist for existing resources:</p> <ul style="list-style-type: none"> ▪ Classification of existing resources as having either direct or indirect | <p>for 2009-2010</p> <p>2.1 2008-2009 academic year</p> |

| GOAL | OBJECTIVES | STRATEGIES | ASSESSMENT | IMPLEMENTATION DATE |
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| | institutional efforts at fostering diversity with recruitment and retention efforts | that have direct and indirect bearing on the recruitment and retention of underrepresented groups. | <p>bearing on the <i>recruitment</i> processes outlined in Strategy 1.1</p> <ul style="list-style-type: none"> ▪ Classification of existing resources as having either direct or indirect bearing of the <i>retention</i> strategies outlined in Strategy 1.2 ▪ Development of roles & responsibilities, and lines of responsibility & accountability between and among the offices and departments that have direct and indirect bearing on the recruitment and retention <p>3.1. Audit system checklist for <i>recruitment</i></p> | |

| GOAL | OBJECTIVES | STRATEGIES | ASSESSMENT | IMPLEMENTATION DATE |
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| | 3. To evaluate the effectiveness of institutional efforts toward promoting diversity in faculty and staff recruitment and retention | 3.1. Development of an institutional audit system that <ul style="list-style-type: none"> ▪ Monitors adherence to the guidelines, standards, policies, and procedures related to faculty, staff, and administration recruitment and retention ▪ Determines whether or not adherence to institutional processes yields tangible results in recruitment and retention | <ul style="list-style-type: none"> ▪ Inclusion of audit procedures in the establishment of institutional recruitment guidelines, standards, policies, and procedures ▪ Implementation of audit procedures at the departmental level as part of the recruitment process ▪ Ongoing submission of the results of the recruitment process to the appropriate institutional department for inclusion in the faculty, staff, and administration database ▪ Ongoing monitoring of | 1.3.3.1 2008-2009 academic year |

| GOAL | OBJECTIVES | STRATEGIES | ASSESSMENT | IMPLEMENTATION DATE |
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| | | | <p><i>gains</i> in recruiting underrepresented minorities and women compared to the baseline figures in the database</p> <p>3.1. Audit system checklist for <i>retention</i></p> <ul style="list-style-type: none"> ▪ Inclusion of audit procedures in the establishment of institutional recruitment guidelines, standards, policies, and procedures ▪ Implementation of audit procedures at the departmental (D) and/or institutional (I) levels as part of the retention process in the following areas: <ul style="list-style-type: none"> ◦ Mentorship of junior faculty | |

| GOAL | OBJECTIVES | STRATEGIES | ASSESSMENT | IMPLEMENTATION DATE |
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| | | | <ul style="list-style-type: none"> and staff (D) ◦ Faculty and staff development programs (D,I) ◦ Accommodations for faculty and staff with disabilities (D,I) ◦ Continuous examination of pay, benefit, and promotion equity (I) ▪ Ongoing submission of the results of the retention efforts to the appropriate institutional office for the development of turnover profiles ▪ Monitoring of submissions of the results of retention efforts and correlation of the results with | |

| GOAL | OBJECTIVES | STRATEGIES | ASSESSMENT | IMPLEMENTATION DATE |
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| | | <p>3.2. Development of an institutional communication system that</p> <ul style="list-style-type: none"> ▪ Generates periodic reports on the effectiveness of institutional efforts toward promoting diversity ▪ Provides recommendations to improve any areas of unsatisfactory performance | <p>turnover factors and <i>gains</i> in retention</p> <p>3.2. Communication system checklist for recruitment and retention efforts</p> <ul style="list-style-type: none"> ▪ Inclusion of communication and reporting processes in the establishment of recruitment and retention guidelines, standards, policies, and procedures ▪ Monitoring of submissions of the results of recruitment and retention efforts to the appropriate institutional office ▪ Generation of periodic results and correlations that can be | <p>3.2 2008-2009 academic year</p> |

| GOAL | OBJECTIVES | STRATEGIES | ASSESSMENT | IMPLEMENTATION DATE |
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| | | | disaggregated at the departmental, college, and institutional levels, including analysis of results and future action | |

TENNESSEE STATE UNIVERSITY
Academic Interdisciplinary Committee on Access and Diversity
Subcommittee on Student Recruitment

| GOAL | OBJECTIVES | STRATEGIES | ASSESSMENT | IMPLEMENTATION DATE |
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| Recruit a diverse student body at the undergraduate level | 1. Increase diversity of undergraduate population | 1.1 Increase number of need-based scholarships to increase student diversity | 1.1 Track number of scholarships | 1.1 2008-2009 |
| | | 1.2 Target high school juniors and seniors in rural counties or high schools. | 1.2 Explore the feasibility of targeting students in rural schools. | 1.2 beyond 2010 |
| | | 1.3 Increase exposure of diversity initiatives in local media | 1.3 Track number of press releases, brochures, and other announcements dealing with diversity issues. | 1.3 beyond 2010 |
| | | 1.4 Increase number of non-traditional undergraduate students | 1.4 Goals are set in the University's Strategic Plan. | 1.4 beyond 2010 |
| | | 1.5 Offer tuition reduction to border state students | 1.5 Explore the feasibility of extending tuition reduction to students from border states. | 1.5 beyond 2010 |
| | | 1.6 beyond 2010 | | |

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| | | <p>1.6 Extend tuition reduction program to Motlow State Community College</p> <p>1.7 Extend community college tuition reduction program for 5 more years.</p> <p>1.8 Publicize successful programs to targeted high school audiences</p> <p>1.9 Target students who enter the School of Nursing.</p> <p>1.10 Target students who enter Science, Technology, Engineering and Math (STEM) disciplines.</p> <p>1.11 Target First Generation students.</p> | <p>1.6 Explore the feasibility of extending tuition reduction program.</p> <p>1.7 Achievement of Goal</p> <p>1.8 Track dissemination of program material to targeted high schools.</p> <p>1.9 Evaluation of gains number of male students declaring Nursing major compared to the database. Monitor annually access and diversity funds allocated from TBR.</p> <p>1.10 Evaluation of gains in number of students entering STEM disciplines compared to the database. Monitor annually access and diversity funds allocated from TBR.</p> <p>1.11 Evaluation of gains in number of First Generation students enrolling at TSU.</p> | <p>1.7 beyond 2010</p> <p>1.8 beyond 2010</p> <p>1.9 2008-2009</p> <p>1.10 2008-2009</p> <p>1.11 2008-2009</p> |
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| | 2. Actively recruit high achieving students | 2.1 Offer full scholarships to all Lottery Scholars 2.2 Purchase ACT/SAT test scores. 2.3 Offer scholarships to Phi Theta Kappa All-Tennessee Academic Team | 2.1 Explore the feasibility of extending scholarships to all Lottery Scholars. 2.2 Achievement of Goal 2.3 Evaluation of gains in number of Phi Theta Kappa members | 2.1 Beyond 2010 2.2 Beyond 2010 2.3 2008-09 |
| | 3. Increase enrollment via undergraduate scholarships | 3.1 Increase number of access and diversity scholarships awarded annually 3.2 Offer tuition reduction to border state students | 3.1 Evaluation of gains in number of scholarships compared to the database 3.2 Achievement of tuition reduction | 3. 1 Beyond 2010 3.2 Beyond 2010 |
| | 4 Improve relations with community colleges and other institutions | 4.1 The Division of Academic Affairs will review all courses to ensure an easy transition for students from community colleges and other institutions in terms of credit hours | 4.1 Survey transfer students and audit their transcripts 4.2 Explore the feasibility of | 4. 1 Beyond 2010 4.2 Beyond 2010 |

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| | | <p>4.2 Implement more agreements for dual degree and 2+2 programs</p> <p>4.3 Offer tuition reductions for all community college students</p> | <p>implementing more agreements for dual degree and 2+2 programs</p> <p>4.3 Explore the feasibility of tuition reductions.</p> | 4.3 Beyond 2010 |
| | 5 Improve recruiting process | <p>5.1 Baseline the present recruiting process</p> <p>5.2 Develop relations with all high schools throughout the state of Tennessee</p> <p>5.3 Involve Academic Affairs and faculty in the recruiting process</p> <p>5.4 Purchase brochures for all academic units</p> | <p>5.1 Update recruitment plan.</p> <p>5.2 Increase contacts with Tennessee high schools.</p> <p>5.3 Develop recruiting plans for each College or School.</p> <p>5.4 Distribution of brochures at contact sources, i.e. fairs, high schools</p> | <p>5. 1 Beyond 2010</p> <p>5. 2 Beyond 2010</p> <p>5. 3 Beyond 2010</p> <p>5.4 Beyond 2010</p> |
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| <p>Recruit a diverse student body at the graduate level</p> | <p>1. Increase applicant pool and yield of diverse graduate student population</p> | <p>1.1 Infuse more resources (assistantships, fellowships, scholarships) to attract and retain a diverse student body</p> <p>1.2 Pay competitive stipends on par with peer programs and institutions.</p> <p>1.3 Provide resources to support targeted recruitment activities of graduate departments.</p> <p>1.4 Establish partnerships and networks with major private, public and not-for-profit organizations (especially in Middle Tennessee) to recruit graduate students</p> <p>1.5 Improve online communication process with prospects and students</p> <p>1.6 Widely disseminate diversity initiatives (e.g. websites, communication</p> | <p>1.1 Annual increase in number of assistantships, fellowships, and scholarships offered.</p> <p>1.2 Study stipends of peer programs and implement increases.</p> <p>1.3 Increase in resources for graduate recruiting.</p> <p>1.4 The Graduate School and each college/school will document the new partnerships.</p> <p>1.5 Survey student satisfaction with online processes.</p> <p>1.6 Annual increase in communications about diversity</p> | <p>1. 1 Beyond 2010</p> <p>1.2 Beyond 2010</p> <p>1. 3 Beyond 2010</p> <p>1.4 Beyond 2010</p> <p>1.5 Beyond 2010</p> <p>1.6 Beyond 2010</p> |
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| | | literature with prospects, print materials, etc). | initiatives. | |
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| | 2. Market graduate programs to diverse populations. | <p>2.1 Advertise graduate programs in local TV, radio, and print media (target diverse media audiences)</p> <p>2.2 Improve and expand online advertising (by targeting diverse audiences)</p> <p>2.3 Target graduating seniors in surrounding colleges and universities (including TSU seniors) through direct marketing campaigns (e.g. purchase mailing lists, e-mail lists).</p> <p>2.4 Participate in more (but targeted) graduate and</p> | <p>2.1 Implement and assess marketing plan for graduate programs.</p> <p>2.2 Implement and assess marketing plan for graduate programs.</p> <p>2. 3 Implement and assess marketing plan for graduate programs.</p> <p>2. 4 Implement and assess marketing plan for graduate programs.</p> | <p>2. 1 Beyond 2010</p> <p>2. 2 Beyond 2010</p> <p>2.3 Beyond 2010</p> <p>2. 4 Beyond 2010</p> |

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| | | professional recruitment fairs. | | |
| | 3. Improve recruitment process (to support a diverse applicants and students populations) | <p>3.1 Acquire an online recruitment and application system (to simplify admission process)</p> <p>3.2 Employ a paperless application process</p> <p>3.3 Review and update current recruitment literature (brochures, letters, postcards, pamphlets, etc).</p> <p>3.4 Improve communication process with prospects and admitted students</p> | <p>3.1 Purchase and implement online applicant tracking system.</p> <p>3.2 Purchase and implement online applicant tracking system.</p> <p>3.3 Update of literature by Graduate School.</p> <p>3.4 Conduct annual survey of prospective and admitted graduate students.</p> | <p>3. 1 Beyond 2010</p> <p>3. 2 Beyond 2010</p> <p>3.3 Beyond 2010</p> <p>3. 4 Beyond 2010</p> |
| | 4. Increase application pool and yield of international | 4.1 Develop a marketing plan to recruit international | 4.1 Increase in enrollment of international students | 4. 1 Beyond 2010 |

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| | students. | students. 4.2 Streamline application process by employing recruitment technology. 4.3 Improve online communication process with international prospects | 4. 2 Purchase and implement online applicant tracking system. 4. 3 Conduct annual survey of international students. | 4. 2 Beyond 2010 4. 3 Beyond 2010 |
| Increase graduation and retention rates of underrepresented students | 1. Offer tutorials programs and supplemental instructions to underrepresented students in key courses | 1.1 Offer tutorials programs for freshman and sophomore courses 1.2 Implement supplemental instructions to students in key sophomore and junior courses | 1.1 Explore the feasibility of offering supplemental tutorial and instruction programs. 1.2 Completion. | 1.1 Beyond 2010 1.2 Beyond 2010 |
| | 2 Incorporate peer and faculty mentoring programs throughout the undergraduate program for underrepresented | 2.1 Implement a peer mentoring program for all incoming freshman students 2.2 Implement a faculty | 2. 1 Explore the feasibility of these programs. 2.2 Explore the feasibility of these programs. | 2.1 Beyond 2010 2.2 Beyond 2010 |

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| | students. | mentoring program for all seniors to get them involved in research and/or senior projects | | |
| | 3 Improve the teaching and learning culture at the university | <p>3.1 Change faculty attitudes by having the faculty to participate in diverse learning communities.</p> <p>3.2 Encourage the faculty to adopt/add new teaching methods with an emphasis on diversity in at least one course each semester</p> <p>3.3 Provide social outlets for positive and inclusive growth and development</p> | <p>3.1 Assess faculty attitudes about diversity learning communities.</p> <p>3.2 Explore the feasibility of implementing training on infusing diversity into the curriculum.</p> <p>3.3 Track number of programs and services which promote positive and inclusive growth and development.</p> | <p>3.1 2009-2010</p> <p>3.2 Beyond 2010</p> <p>3.3 2008-2009</p> |
| | 4 Incorporate multimedia technology throughout the curriculum | 4.1 Add "smart boards" and computers to all classrooms | 4.1 Explore the feasibility of this strategy. | 4.1 Beyond 2010 |
| Increase distance education offerings | 1. To enhance on-going student support services that addresses the needs of distance learners. | 1.1 Encourage learning communities within majors and department of distance learners. | <p>1.1 Explore the feasibility of these strategies.</p> <p>1.2 Explore the feasibility of these strategies</p> | <p>1.1 Beyond 2010</p> <p>1.2 Beyond 2010</p> |

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| | | <p>1.2 Design and execute an electronic newsletter to facilitate transition to the university</p> <p>1.3 Host on line receptions as part of orientation to the university</p> | <p>1.3 Explore the feasibility of these strategies</p> | <p>1.3 Beyond 2010</p> |
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TENNESSEE STATE UNIVERSITY
Academic Interdisciplinary Committee on Access and Diversity
Subcommittee on University Progress

| GOALS | OBJECTIVES | STRATEGIES | ASSESSMENT | IMPLEMENTATION DATE |
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| Assess the campus environment and climate to determine whether there are things which impede or discourage full participation by a diverse population of constituents or potential constituents. | 1. Create a living environment that promotes access, inclusion, and diversity | 1.1 Academic Affairs and Residence Life will collaborate to develop communities of living and learning which create opportunities to foster a greater understanding and to value differences. 1.2 Conduct a climate survey of faculty, students, and staff | 1.1 Completion and implementation of communities 1.2 Annually disseminate the survey and evaluate the results. | 1. 1 July 2010-July 2011 (Pilot program) 1.2 2008-2008 |
| Provide opportunities for increased awareness of diversity issues and encourage appreciation for a full range of human experiences | 1. Diversity forums, training programs, information exchange, arts and community involvement that educate and therefore improve campus climate. | 1.4 Rename Office of Minority Student Affairs the Office of Multicultural and International Student Affairs and disseminate its mission to the campus community. The Faculty Development Center will | 1.1 Completion of renaming and dissemination of mission. Scheduling of speaker. | 1.1 2008-2009 |

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| | <p>2. Diversity training and workshops for organizations and student leaders</p> <p>3. Increase opportunities for students, faculty, and staff to gain knowledge and understanding of the history and perspectives of under-represented groups through curricular and extracurricular opportunities.</p> | <p>sponsor a keynote speaker on diversity. 2. 1 The Offices of Disabled Student Services and Equity, Diversity, and Compliance will continue its seminar series</p> <p>3.1 House all international programs (International Student Affairs, business, ISEP, etc.) in one centralized location to accomplish objectives.</p> | <p>2.1 Continuation of series.</p> <p>3. 1 Completion</p> | <p>2.1 2008-2009</p> <p>3.1 Beyond 2010</p> |
| | <p>4. Workshops for all incoming freshmen to create and understanding and respect for all individuals.</p> | <p>4.1 EDC Office, Office of Multicultural Affairs, and First-Year Students Office cooperate to implement workshops as part of orientation to the university (Include in syllabi)</p> | <p>4.1 Completion</p> | <p>4.1 2008-2009</p> |

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| <p>To develop a more diverse research program at Tennessee State University</p> | <p>1. Increase the number and faculty members doing funded research on diversity and access issues.</p> | <p>1.1 Decrease the number of hours taught by faculty members who engage in research on diversity issues.</p> <p>1.2 Offer Financial Incentives to faculty involved in research on diversity and access issues.</p> <p>1.3 Provide incentives for senior level faculty members to mentor junior level faculty.</p> <p>1.4 Increase the number of female researchers in all areas.</p> <p>1.5 Enroll faculty members in the appropriate rtp/online research solicitations.</p> | <p>1.1 Review of Faculty Workloads in each discipline</p> <p>1.2 Evaluate number of faculty who receive ESP for Research and Sponsored Program.</p> <p>1.3 Explore the feasibility of providing incentives.</p> <p>1.4 Annually assess the number of female researchers</p> <p>1.5 Annually assess the number of faculty members enrolled</p> | <p>1.1 Beyond 2010</p> <p>1.2 Beyond 2010</p> <p>1.3 Beyond 2010</p> <p>1.4 Beyond 2010</p> <p>1.5 Beyond 2010</p> |
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| | <p>2. Increase the proportion of students participating in research on diversity and access issues.</p> | <p>2.1 Encourage faculty to involve more undergraduate students in their research projects.</p> <p>2.2 Provide incentives for student participation in research on diversity and access issues.</p> <p>2.3 Increase the number of students' writing/co-authoring conference papers on diversity and access issues.</p> | <p>2.1 Explore the feasibility of providing incentives to students.</p> <p>2.2 Track the number of students who are writing/co-authoring conference papers on diversity and access issues</p> <p>2.3 Track the number of students who are writing/co-authoring conference papers on diversity and access issues</p> | <p>2.1 Beyond 2010</p> <p>2.2 Beyond 2010</p> <p>2.3 Beyond 2010</p> |
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TENNESSEE STATE UNIVERSITY
Academic Interdisciplinary Committee on Access and Diversity
Subcommittee on Assessment and Communication

| GOALS | OBJECTIVES | STRATEGIES | ASSESSMENT | IMPLEMENTATION DATE |
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| <p>To provide consistent, reliable, and complete information to the University and related communities (2 level plan: External (general public, specifically interested groups, etc.) and Internal (students, faculty, staff, and administrators)).</p> | <p>1. Design web-page within TSU website.</p> | <p>1.1 Create page working with Public Relations and CIT</p> | <p>1.1 The Office of Equity, Diversity, and Compliance will monitor the webpage.</p> | <p>1.1 2008-2009</p> |
| | | <p>1.2 Publicize the page.</p> | <p>1.2 Include questions on Alumni survey every 2nd and 5th years for Performance Funding.</p> | <p>1.2 2008-2009</p> |
| | | <p>1.3 Designate committee to oversee the webpage maintenance and insure publicity.</p> | <p>1.3 Creation of committee.</p> | <p>1.3 2008-2009</p> |
| | <p>2. Insure that all University publications include a Diversity section.</p> | <p>2.1 Include members from each publication on committee, such as the current editor of <u>The Meter</u>.</p> | <p>2.1 The Offices of Public Relations and EDC will monitor the Publications.</p> | <p>2.1 2008-2008</p> |

TENNESSEE STATE UNIVERSITY
Academic Interdisciplinary Committee on Access and Diversity
Subcommittee on Curriculum

| GOALS | OBJECTIVES | STRATEGIES | ASSESSMENT | IMPLEMENTATION DATE |
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| To assure that the overall curriculum at TSU is attractive to a diverse and inclusive student population. | Identify specific courses within the overall curriculum that meet the criteria for multicultural and diverse intellectual learning. | Develop an inventory matrix for each college or unit | The Committee will develop an inventory matrix to disseminate in 2009-10 to appropriate unit heads. | 2008-2009 |