



**MOREHEAD STATE UNIVERSITY  
STAFF CONGRESS MINUTES  
December 3, 2018**



**MEMBERS:**

Jamey Carver	John Haky	Krys Lynam	Holly Niehoff*	Shana Savard-Hogge
Mica Collins	Amanda Holbrook*	Tina McWain	Lora Pace*	Gabria Sexton
Sharon Cooper*	Karla Hughes	Susan Maxey	Clarissa Purnell	Sherry Surmont*
Rhonda Ferguson*	Joe Hunsucker	John Mahaney	Garrick Ratliff	Jessica Thompson*
Richard Fletcher*	Jarred Hunt	Gardner May	Alan Rucker	Krista Utterback*
Andrea Fryman	Sabra Lowe	Kerry Murphy	Laura Rucker	

\*Denotes member was absent.

<b>Guests:</b>	Dr. Caroline Atkins, Assistant to the President for Strategic Initiatives/Visiting Assistant Professor ; Chris Howes, CIO; Suzanne Hogge, Human Resources; Staff Salute Recipients: Joann Conley and Patricia Hyden
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Chair Purnell called the meeting to order at 1:00 p.m.

<b>Motion:</b>	To approve the minutes from the November 2018 meeting.	
	<b>Proposed:</b> Rep. Hunsucker	<b>Seconded:</b> Rep. Hunt
<b>Called for Vote:</b>	Motion passed.	

<b>Chair's Report</b>	<p>Chair Purnell reported the President’s Leadership Council met on November 14 and discussed the following issues:</p> <ul style="list-style-type: none"> <li>In spring 2018, the state legislature eliminated reciprocity between Kentucky universities for employees using tuition waivers to take classes. Presidents of the state universities agreed to extend the reciprocity through spring of 2019 but had not formally signed the agreement at the time of the PLC meeting. When finalized, employees using the waivers at other state universities starting in the first summer session of 2019 will pay 25% of that university’s tuition rate - a 75% discount – for undergraduate and graduate level courses. Doctoral tuition will be paid at the full rate. There will be no change for MSU employees using the tuition waiver for MSU classes. Faculty Senate brought forth the question in their November 15</li> </ul>
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meeting of MSU subsidizing doctoral work for those who cannot finish before summer of 2019.

- To help prevent mold, facilities personnel will be changing filters every three months instead of every six months. HEPA filters, which are more expensive but more effective for preventing the disbursement of mold particulates in the air, will replace the old filters.
- Some areas of ADUC are still under construction and visitors should follow instructions on the signage throughout the building. All food service will be complete prior to the start of the spring semester. There will be a soft opening of food services in ADUC prior to the beginning of the spring semester before students are on campus. Additional custodial support will be hired next semester for ADUC. Not all audio-visual technology is in place and will be one of the last components to be finished. The Second Street lot designated for ADUC parking will have around 30 spaces, with 13-14 for admissions guests. Signage for this parking lot will be in place by the start of the spring semester. Students looking for campus employment in ADUC should contact Taunya Jones in Conference Services. No food waivers will be approved for events or functions in ADUC.
- To date, there has been no discussion of mid-year cuts, but going forward, the increase in pension costs will continue to be a significant hit to the budget. The 2019-2020 budget is under development. Pending the Supreme Court's ruling on Governor Bevin's appeal of the bill, there could be a new plan in the KTRS system for all new hires after January 2019. All new employees hired after January 2019 could go into a hybrid cash balance retirement plan. The contribution rate will be the same for employees, but the employer's contribution will increase. Sick leave credit for retirement will be capped on December 31 for current members. All employees are advised to take a screen shot of their leave balance on WebAdvisor on 12/31/18 for their own records. That balance will be reported to KTRS.
- Jill Ratliff reported work has continued for the implementation of the University's strategic plan. Team leaders have been selected for each identified strategy. They will pick appropriate employees to work on each team and each team will work to plan the implementation of that strategy. The next phase of implementation will be in the 2019-2020 year. Strategies will be identified in the fall for implementation in the spring. Progress will be monitored throughout the process.
- In preparation for winter leave, all employees must unplug computers and appliances in their offices, as well as move items away from

	<p>heating units. Defrosting refrigerators should be done in a way as to not allow water to collect around them. Leave window blinds open to allow sunlight to heat offices naturally.</p> <ul style="list-style-type: none"> <li>• Staff concerns and issues with specific names listed and submitted to Staff Congress via the website or otherwise will have the name redacted before being published in the minutes and newsletter. The Chair of Staff Congress will forward the original concern with the name intact to the supervisor and appropriate Vice President for appropriate action.</li> <li>• Brian Hutchinson will give a presentation about Athletics to Staff Congress during the January 2019 meeting.</li> </ul>
<b>Vice-Chair's Report</b>	<p>Chair Purnell reported the following Staff Salute submissions:</p> <p><b>Staff Salutes:</b></p> <p><i><b>Joann Conley</b>– Joann Conley works at Carl D Perkins Vocational Training Center she, is a jack of all trades. She submits all MSU contract employee's timesheets, works with Dr. Chua, administrative secretary for psychology and much more.... Joann, always has time for a question or to find out answers MSU contract employees may have. She is one of a kind and is so deserving of a staff salute. – submitted 11/20/2018</i></p> <p><i><b>Patricia Hyden</b>– Patricia Hyden has worked at Growing Together Childcare and Training Center for 18 years and is a dedicated employee who rarely misses work and always has a smile on her face. – submitted 11/20/2018</i></p>
<b>Secretary's Report</b>	<p>Secretary Rucker reported a balance of \$691.20 in the supplies budget. There were no new expenditures.</p>

### Committee Reports

<b>Benefits &amp; Compensation</b>	<p>Committee Chair Savard-Hogge reported she will attend the University's Standing Benefits Committee meeting on January 16. She will meet with the Staff Congress Benefits and Compensation Committee to discuss any issues that should be brought forth.</p>
<b>Credentials &amp; Elections</b>	<p>Committee Chair Lynam reported as of November 14, only three of the University's Standing Committees have vacancies. Representative Haky has drafted a plan to redistribute area representatives once moves around campus have been completed. If a representative's area has moved, that representative must run for that seat again during the spring 2019 election</p>

	cycle. The changes to the Staff Congress constitution and bylaws will have a second reading at this meeting.
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<b>Staff Concerns</b>	<p>Committee Chair Collins reported the following staff concerns were submitted since the November 2018 meeting:</p> <p><b>**CONCERN (submitted 11/5/2018)**</b></p> <p>How can an employee get away with being gone, (using sick, vac time) more than she is here? Also, why is her supervisor letting her get by with it? She claims she works over and on weekends to make it up, but can never produce documentation to show what she was working on. If she can be gone that much, then is her position really needed?</p> <p><b>RESPONSE (from Harold Nally 11/26/2018):</b></p> <p>I would suggest the employee with this concern take up with that employee's supervisor.</p> <p><b>**CONCERN (submitted 11/5/2018)**</b></p> <p>Every time I call for [name redacted] or go to an event [this person's] team has set up, [this person] is nowhere to be found. [This person] is gone more than [they are] here. Does [the] supervisor not feel that anything should be done about this? If cost savings are being sought, that seems to be one position that could be eliminated.</p> <p><b>Chair Purnell forwarded this concern directly to the supervisor and VP on November 7, 2018.</b></p> <p><b>RESPONSE (from Chair Purnell 11/7/2018):</b></p> <p>This concern was sent to the supervisor and VP for appropriate action.</p> <p><b>**CONCERN (submitted 11/6/2018)**</b></p> <p>Very recently a faculty member was charged with speaking about diversity and inclusion to our freshman in several of our FYS classes in Button Auditorium. She went on to tell them to NOT vote for Kim Davis. Since when is it okay for a faculty member to be scheduled to speak about diversity and inclusion to our freshman and get political and tell the freshmen to vote for Elwood Caudill and not Kim Davis? And most of the faculty around laughed and thought it was funny. Well I do not find this funny at all. I find this reprehensible and not within the policies of this university. I thought the university was a place for free thought and not for some faculty member to influence our new students in voting one way or another for their political choice. I find this to be a conflict with the university policy (see below). If I were to do this to the students I have contact with, I would be reprimanded by my superior. This person needs to know this kind of action is not acceptable. PG 12 ...They avoid any exploitation of students for their private advantage.</p>
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**RESPONSE (from Lora Pace 11/28/2018):**

While the speaker's comments were not illegal or a violation of PG-12 (which relates to something different), we regret some instructors and students thought our speaker's comments related to the election were inappropriate. The intent of our session was to allow our speaker to talk about persons with disabilities and her Supreme Court case. In hindsight, our approach would should have been very different regarding the timing of the sessions and the student preparation beforehand. During the next two weeks, we will receive course evaluation feedback on all aspects of the FYS course including speakers. All feedback will be taken into consideration when selecting FYS speakers in the future.

**\*\*CONCERN (submitted 11/16/2018)\*\***

Why was the 2% lateral raise and the 7.5% grade level raise secretly eliminated without staff being advised? As I understand, a lateral or grade level raise is now negotiated individually between Dean, Provost and HR?

**RESPONSE (from Harold Nally 11/26/2018):**

Staff Congress was advised on the 2% lateral raise elimination. The March 7, 2016, Staff Congress report states, "*Mr. Nally stated he met with the Compensation and Benefits committee and discussed a draft of UAR 324.02 that eliminated wording regarding the 2% lateral raise. This is a draft and has not been voted on by the Cabinet.*"

Concerning the 7.5% grade level raise was not secretly eliminated either. The fact is, the 7.5% raise was not eliminated, but suspended. The wording in UAR 324.04, Staff Compensation and Classification reads as follows, "*Upon promotion or reclassification to a higher graded position, an employee's new rate of pay will be the entry level of the new grade (or 7.5 percent more that his/her current salary, which is greater). NOTE: This bracketed clause is suspended per consensus with constituency groups from May 18, 2018 through June 30, 2020.*"

Members of Staff Congress Executive Committee and the Staff Congress Benefits Committee met with Dr. Morgan and members of the Human Resources Office on May 17, 2018. As stated in the UAR, this action is supported *per consensus with constituency groups*. Per the staff member's concern, regarding salary negotiations, a lateral or grade level raise is not negotiated, but is detailed in the UAR.

**\*\*CONCERN (submitted 11/16/2018)\*\***

My concern is why we are only hearing about the enrollment report on freshmen for Fall 2018. I have heard that our total enrollment for Fall, 2018 is down significantly as well as in the graduate program. What are those numbers?

	<p><b>RESPONSE (from Tim Rhodes 11/27/2018):</b></p> <p>I have these numbers and will be glad to respond, but I'm going to check with the president and Institutional Research, who has the official numbers. The president will be sending out a report soon!</p> <p><b>**CONCERN (submitted 11/29/2018)**</b></p> <p>Can someone please provide an update on MSU's Diversity Plan? What is the percentage of minorities in staff (not faculty) positions? What is the percentage of minorities in administrative positions? How well are minority staff members represented on MSU committees? With the recent hire of a white male in an administrative position, there seems to be more of an illusion of diversity than actual diversity.</p> <p><b>RESPONSE (from Caroline Atkins 11/27/2018):</b></p> <p>Dr. Caroline Atkins provided an update on the diversity plan as well as an answer to this question that can be found as an appendices to these meeting minutes.</p>
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**Sustainability Report:** No report.

**Regent's Report:** The next Board of Regents meeting is December 6, 2018.

**Faculty Senate Report:** No report.

**Human Resources Report:** Suzanne Hogge reported for Harold Nally:

- A mass email went out about 1095C IRS statement. Giving consent to receive these forms electronically is now available in the Self-Service menu. A hard copy will not be mailed if electronic consent is given.
- The last day of the current Wellness campaign was November 30. The new campaign will run from December 1 – May 31, 2019 and then another from June 1 – November 30, 2019. The Wellness programming was not suspended, but there were discussions to do so by the President's Healthcare Taskforce.
- Randomized nicotine testing for employees will begin in January. Employees will not be charged for the test and it will take place on campus.
- Wellness incentives will be listed and tracked as usual on the portal.

**Cabinet Report:** Dr. Caroline Atkins reminded all employees to attend the Holiday Luncheon on Thursday, December 6 and gave an update on her work with the diversity plan as detailed in the staff concerns.

**Old Business:** A second reading of Staff Congress constitution and bylaws revisions was given. The Communications Officer position was eliminated, as this position has not been filled and its duties have been fulfilled by other officers. All changes were read and a motion was made to approve these changes.

<b>Motion:</b>	To approve the changes to the bylaws and constitution of Staff Congress.	
<b>Called for Vote:</b>	Passed	

**New Business:** None.

**Announcements:**

- Monday, December 3 – Friday, December 7: Finals Week.
- Tuesday, December 4: Winter session class schedules for students who have not paid their account in full or accepted the Financial Responsibility Agreement will be dropped.
- Monday, December 10: Winter session classes begin.
- Tuesday, December 11: Fall term grades are due in the Registrar’s office by 10:00 a.m.
- Wednesday, December 19: Winter leave begins and University offices close.
- Wednesday, January 2: University offices reopen.
- Monday, January 7: The next Staff Congress meeting will be at 1:00 p.m. in Combs 413, unless ADUC is available. Representatives and guests will be informed of location change.
- Don’t forget to check [www.msueagles.com](http://www.msueagles.com) for upcoming MSU athletic events.

<b>Motion:</b>	To adjourn	
	<b>Proposed:</b> Rep. Ratliff	<b>Seconded:</b> Rep. Lynam
<b>Called for Vote:</b>	Passed	

Chair Purnell adjourned the meeting at 1:34 p.m.

Minutes submitted by: Laura Rucker, Secretary

# Response to Staff Congress Question/Concern

## Diversity Plan Update

From August through October 2018, a review of the original diversity and inclusion plan was facilitated by Dr. Caroline Atkins with various constituents/stakeholders on campus. This review took place for two reasons. First, the Council on Postsecondary Education (CPE) has stated that campus diversity plans are to be dynamic in nature, in response to changing campus needs. Therefore, it was necessary to review the originally proposed strategies in light of fiscal constraints, the large number of graduates in AY 2017-18, personnel limitations, etc. Second, the original plan was approved and submitted under a previous President, Provost, and Chief Diversity Officer. It was important to provide the opportunity for the new individuals filling those roles to reevaluate the existing or proposed new strategies.

After several review sessions, the new and/or revised strategies were ready to be submitted to the CPE for approval. The Council’s Committee on Equal Opportunities approved the revised strategies on October 22, 2018.

### Opportunity

Originally Submitted to CPE in 2016	New Strategies for AY 2018-19
Increase First-time freshmen enrollment of diversity population.	Develop and implement an array of marketing and recruitment actions that will result in an increase in the enrollment of diverse student populations.
Create a more diverse campus, meaning more diversity among faculty and staff, more diversity among student groups, and a campus environment that is more “friendly” to diversity, so that it becomes easier to recruit and retain a more diverse student body.	Implement an international student recruitment plan.

### Success

Originally Submitted to CPE in 2016	New Strategies for AY 2018-19
The plan utilizes high impact strategies to create strategies designed to support increased student success for Black/African American, Hispanic, low-income, and underrepresented minority students.	Utilize high impact practices and other evidence-based strategies to support student success and retention for African American, Hispanic, LI, and URM students. Examples include: first year seminars, corequisite education, intrusive advising for first year students, undergraduate research, and the completion of 30 hours per academic year for scholarship renewal.



Identify annual goals for underrepresented minority students and low income for the student success metric of 1 <sup>st</sup> to 2 <sup>nd</sup> year retention.	Utilize the Dedicated to Retention, Education and Academic Success (DREAMS) program to support the attainment of educational goals and academic success of participating students through mentorship and encouraging retention efforts through intentional programming and campus involvement.
Identify annual goals for underrepresented minority and low income students for the student success metric of graduation rates (6 year for four year institutions).	Conduct a reenrollment campaign and expand the use needs-based aid to reduce the gap in graduation rates between LI and non-LI student populations and URM and non-URM student populations.
Identify annual goals for underrepresented minority and low-income students and for the student success metric of degrees conferred.	

**Impact**

<b>Originally Submitted to CPE in 2016</b>	<b>New Strategies for AY 2018-19</b>
Establish a baseline of community members’ perceptions of diversity, equity, inclusion, and cultural competence at Morehead State University and determine how the institution may advance its goals for diversity and inclusion.	Utilize the 2018 National Survey of Student Engagement data related to campus environment as well as the student comments section to establish a baseline of campus perceptions of inclusion, equity, diversity and cultural competence at Morehead State University and use this information to guide the creation of a campus climate survey (survey to be administered in Spring 2020).
Create and support an emphasis that would serve as a cross-divisional, interdisciplinary organization to facilitate advocacy, education, and research related to social justice, diversity, inclusion, equality, and equity.	Create a bias response incident reporting mechanism for students, staff and faculty to manage timely and appropriate responses to bias incidents.
Increase representation of diverse faculty, professional staff and administrators through strategic recruitment and retention efforts.	Continue the use of strategic recruitment and retention strategies to increase the representation of diverse faculty, professional staff and administrators through strategic recruitment and retention efforts.
Identify various settings (integrating artwork and signage in common areas) that reflect the diversity of the campus community. Develop communication in venues that promote diversity, inclusion, cultural competence, and	Create displays in various campus settings that promote inclusion, diversity, cultural competence, and the diversity plan action steps in ways that motivate the community to engage in implementing the actions.

Diversity Plan action steps in ways that motivate the community to engage the community to engage in implementing the actions (e.g., the website, social media, on- and off-campus community forums, blogs, printed publications, exhibits, TV and radio interviews, presentations at conferences.	
	Explore and create a marketing and implementation plan for the development of a summer camp (2020) for rising URM and LI high school students that will support engagement in the areas of inclusion and social justice in their communities and can be used as a recruiting tool.
	Explore contracting with an agency specializing in multicultural work to conduct a training of trainers which will result in a team of faculty, staff, and students who are prepared to facilitate discussions related to cultural competence and inclusive excellence throughout MSU's campus.

After approval of the plan, Dr. Atkins met with the President, Provost, Vice Presidents, and the Dean's Council to discuss revitalizing the diversity council. Recommendations were made for membership from each of the Colleges, Faculty Senate, Staff Congress, Student Affairs, Student Government Association, Black Student Union, Latino Student Union, and the community. The first meeting of the group, renamed *Eagle Diversity and Inclusion Team* (EDIT) is January 29th. The EDIT will serve as an advisory group as well as ensuring that the diversity plan strategies are implemented. Much of their work will be done as topic-specific committees. They may also reach out to various campus or community stakeholders for input as needed.

The first draft of the 2017-2018 diversity plan annual report was submitted to the CPE on November 15<sup>th</sup>. We are awaiting feedback and suggestions before submitting the final report March 1, 2019.

**Underrepresented Minority Staff**

We do not track the overall percentage of underrepresented minority staff as this is not a requirement of the CPE. For the 2017-18 academic year there was a total of 38 URM staff (both full-time and part-time). This number does not include faculty or management occupations. Figures for 2018-19 are preliminary and have not been verified as of this date.

### **Underrepresented Minority Management Occupations**

The CPE requires that we track the percentage of underrepresented minority management occupations. For the 2017-18 academic year the percentage was 4.4%. The CPE defines management occupations as the following: Executive Staff—President, Vice President, Provost, Dean, Academic Chair and Professional Staff—Director, Executive Director, and Associate Director. Figures for 2018-19 are preliminary and have not been verified as of this date.

### **Underrepresented Minority Faculty**

The CPE requires that we track the percentage of underrepresented minority tenured and tenure track faculty. For the 2017-18 academic year the percentage was 7.0%. The CPE defines tenured and tenure track faculty as the following: Full Professor, Associate Professor and Assistant Professor. Figures for 2018-19 are preliminary and have not been verified as of this date.

### **Hiring**

In accordance with the recommendation made earlier this fall by Faculty Senate and Staff Congress, we are continuing to first seek to post staff positions internally and conduct employee reassignments where feasible. When on occasion positions are posted for external applicants, Human Resources, the Chief Diversity Officer and the interview committee all make efforts to recruit a diverse pool of candidates.

# Morehead State University

## 2018-2019 Academic Year Strategies

### *Opportunity*

**Strategy #1-Develop and implement an array of marketing and recruitment actions that will result in an increase in the enrollment of diverse student populations.**

- Focus on high priority areas
- Develop a network of friends and supporters for enrollment services
- Promote Diversity Opportunity Scholarships
- Utilize Recruiter customer relationship management system to send targeted messages to prospective URM students
- Communicate with minority prospective students earlier in the college search process
- Expand capabilities to provide campus tours to high school groups
- Build better partnerships with the Black Achievers program (Lexington, Louisville, Cincinnati)
- Create minority-focused “travel” publication for enrollment services
- Expand the Student Brand Ambassadors Program
- Review the demographics of current URM graduate students to gain an understanding of the composition
- Conduct a survey of current URM graduate students to discover what brought them to MSU and what has contributed to their retention
- Conduct a focus group of a subpopulation of the survey respondents to gather details on their experiences and recruitment recommendations
- Explore adding a mandatory question to the graduate school online application that asks how applicants heard about MSU
- Explore partnerships with HBCUs that do not have graduate programming
- Hire a graduate diversity ambassador to assist with graduate student recruitment and retention initiatives
- In accordance with CAEP accreditation, form a partnership with the [Educator Preparation Program](#) to create a plan to recruit URM candidates to teacher education

**Strategy #2-Implement an international student recruitment plan.**

- Continue the process of identifying and contracting with agents in strategic countries to recruit students
- Identify MSU Alumni located in other countries and train them to serve as MSU Ambassadors
- Communicate with embassies to promote MSU programs
- Review academic programs to meet face-to-face requirements of international students

## Success

**Strategy #1- Utilize high impact practices and other evidence-based strategies to support student success and retention for African American, Hispanic, LI, and URM students. Examples include: first year seminars, corequisite education, intrusive advising for first year students, undergraduate research, and the completion of 30 hours per academic year for scholarship renewal.**

- The EDEC will develop continuous culture and awareness campaigns with the student activities and international student services departments
- Promote lower and upper division courses to students that contain diversity components and identify those courses with special coding
- Re-engage and rebrand the President's diversity council, whose primary responsibility will be to monitor the implementation of the campus diversity plan and to make recommendations to campus leadership related to inclusion, diversity, and equity efforts on campus
- Using the Career Services Center and Alumni Relations, identify underrepresented minority alumni to obtain feedback, mentor, and advise on best practices to connect students to employers through internships
- Engage URM and LI students in travel, study abroad, and internship activities that will connect them to the region, institution, as well as to other students and faculty
- Increase opportunities for URM and LI students to participate in student organizations and groups

**Strategy #2-Utilize the Dedicated to Retention, Education and Academic Success (DREAMS) program to support the attainment of educational goals and academic success of participating students through mentorship and encouraging retention efforts through intentional programming and campus involvement.**

- Actively engage and interact with first year students through a monthly mentorship program
- Identify students through EDEC and DREAMS and utilize institutional aid (Earn to Learn) to increase campus-based student employment
- Train the DREAMS mentors on the diversity plan strategies and their role in supporting those strategies
- Provide access to external leadership and professional development opportunities for students

**Strategy #3—Conduct a reenrollment campaign and expand the use of needs-based aid to reduce the gap in graduation rates between LI and non-LI student populations and URM and non-URM student populations.**

- Collaborate with the appropriate campus constituents to conduct a re-enrollment campaign
- Expand needs-based aid that covers the gap between the cost of attendance and the financial aid ceiling

## Impact

**Strategy #1-Utilize the 2018 National Survey of Student Engagement data related to campus environment as well as the student comments section to establish a baseline of campus perceptions of inclusion, equity, diversity and cultural competence at Morehead State University and use this information to guide the creation of a campus climate survey (survey to be administered in Spring 2020).**

- Systematically analyze and use feedback from NSSE to gain insight on the concerns of students, faculty and staff
- Develop an expanded institutional definition of inclusion and diversity that acknowledges and supports intersectionality

**Strategy #2- Create a bias response incident reporting mechanism for students, staff and faculty to manage timely and appropriate responses to bias incidents.**

- Convene a team that includes Student Affairs, Chief Diversity Officer, faculty, staff, Student Government Association, Public Safety, Human Resources, Information Technology, and Communications and Marketing
- Research bias response protocols at benchmark institutions
- Draft a bias response protocol for review and approval by campus leadership

**Strategy #3-Create displays in various campus settings that promote inclusion, diversity, cultural competence, and the diversity plan action steps in ways that motivate the community to engage in implementing the actions.**

- Conceptualize and develop a video that will highlight the diversity and commonalities of the freshman class-“What We Share”
- Collaborate with the undergraduate research and fellowship program and other academic departments to identify students who could generate art pieces, literary works and other examples of creativity that focus upon, highlight, and emphasize inclusion, diversity and cultural competency
- Increase efforts to utilize the website, social media, on-and off-campus community forums, blogs, printed publications, exhibits, TV and radio interviews, presentations at conferences to promote campus efforts to increase cultural competency

**Strategy #4-Continue the use of strategic recruitment and retention strategies to increase representation of diverse faculty, professional staff and administrators through strategic recruitment and retention efforts.**

- Explore the feasibility of implementing an employee transition package.
- Utilize recruitment networks such as KABHE, AABHE, SREB, Diverse Education, etc. in an effort to increase the diversity of the pool of applicants

**Strategy #5-Explore and create a marketing and implementation plan for the development of a summer camp (2020) for rising URM and LI high school students that will support engagement in the areas of inclusion and social justice in their communities and can be used as a recruiting tool.**

**Strategy #6-Explore contracting with an agency specializing in multicultural work to conduct a training of trainers which will result in a team of faculty, staff, and students who are prepared to facilitate discussions related to cultural competence and inclusive excellence throughout MSU’s campus.**