

## Chapter XIX: DIVERSITY AT TRUMAN

This chapter is a description of Truman's goals for a diverse campus, including Master Plan goals, demographics, and diversity program information.

# Diversity at Truman State University

## 1998-2002

For the last five years Truman has made strides in increasing diversity on campus. Through course enhancement, faculty recruitment, diversity initiatives and increase in student programs, the university has made the achievement of diversity one of its major program goals. Truman recognizes the relationship between diversity and academic excellence. To be nationally competitive, Truman must engage its students and faculty in an educational dialog that crosses racial, cultural, and international boundaries as well as reflect the racial and cultural diversity of Missouri and of the nation. Truman must support and foster an academic community that embodies respect for differences among individuals and recognize and accommodate diversity of learning styles and interests. To these ends the university continues to increase and improve its programs and resources for underrepresented students.

According to the Center Impact Statement from the National Center for Research on Cultural Diversity and Second Language Learning,

The linguistic and cultural diversity among students in American schools is greater now than at any time since the early decades of this century. If students were distributed evenly across the nation's classrooms, every class of 30 students would include about 10 students from ethnic or racial minority groups. Of these 10, about 6 would be from language minority families (homes in which languages other than English are spoken); 2-4 of these students would have limited English proficiency (LEP), of whom 2 would be from immigrant families. Of the 6 language minority students in the class, 4 would speak Spanish as their native language, and 1 would speak an Asian language. The other language minority students would speak would be any one of more than a hundred languages.

Changes in demographic populations and an awareness of the educational value of diversity have been the consideration for many new programs developed in the last five years. This section chronicles steps the University has taken to increase diversity and minority representation on campus. The University has had varying degrees of success in recruiting and retaining a multitude of students and faculty. However, we remain committed to the goal of campus-wide diversity.

- Truman is committed to stepping beyond the traditional categories of race, ethnicity, and gender to include individuals with a wide variety of needs and concerns
- Our goal is for all members of our learning community to believe *and know* that they are valued and respected
- As a learning community we should focus our energy and attention on those things we hold in common as scholars
- Each of us is a special human being who deserves to be treasured and nurtured, but we should not let our differences become the thing that we value most about ourselves

The University has outlined several campus goals which include an increased awareness of diversity issues:

- **Support a strong Liberal Studies Program**  
*By including courses workshops and seminars on diverse topics.*
- **Foster strong student outcomes in each major**  
*By enhancing curriculum and educational opportunities related to diverse social groups.*
- **Expand co-curricular activities**  
*Through the sponsorship of multiple student activities related to diversity.*
- **Reinforce the role and vitality of assessment**  
*By establishing a diversity section in the Assessment Almanac and through the inclusion of questions on diversity on the **Graduating Student Questionnaire**.*
- **Improve retention and graduation rates**  
*By continuing administrative support of minority programs and activities.*
- **Recruit and support outstanding faculty, staff and students**  
*Through increased community outreach and recruitment strategies.*

The information presented here attempts to outline the steps the university has taken in the last five years to increase racial, ethnic, cultural, and gender diversity on campus. This section draws information from several university sources and attempts to provide a comprehensive overview of diversity activities, and programs. This summary is organized into the following sections.

- A. Truman Demographics
- B. Curriculum and Diversity Initiatives
- C. Academic/ Enrichment Programs and Grants Designed to Increase Recruitment and Retention
- D. Committees and Faculty Grants
- E. Campus-wide Diversity Activities
- F. Diversity Centers
- G. Academic Enrichment Programs
- H. Student Organizations and Miscellaneous Activities and Events.

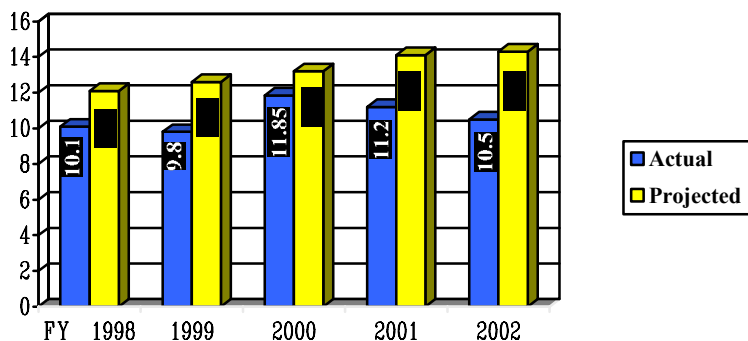
### **University Mission**

*Truman State University is committed to the advancement of knowledge, to freedom of thought and inquiry, and to the personal, social, and intellectual growth of its students. The university strives to identify and maintain a recognized standard of excellence in all of its educational activities.*

# A. TRUMAN DEMOGRAPHICS

## Faculty Recruitment

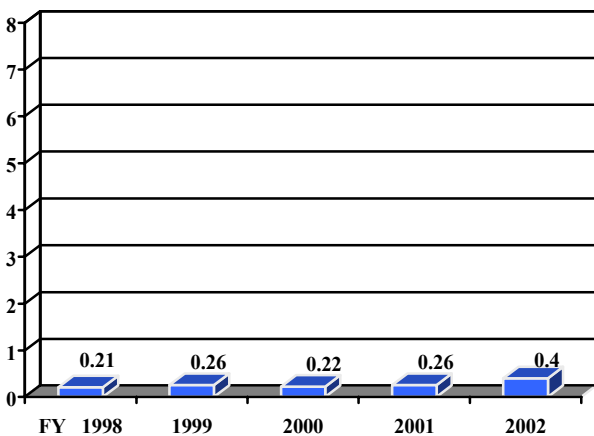
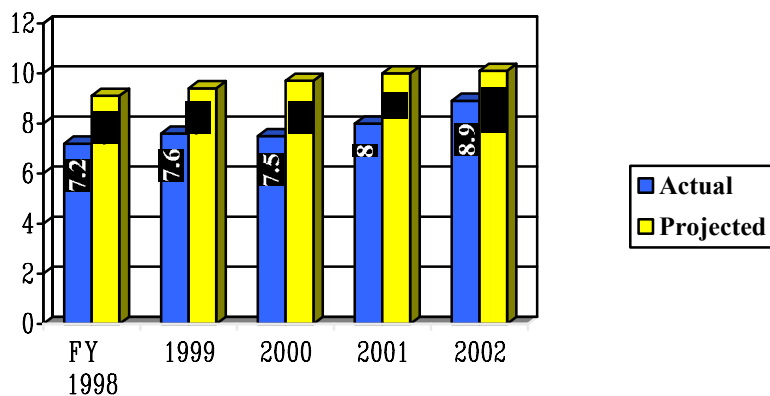
# Minority Faculty



*The faculty diversity has remained relatively stable for the last 4 years, peaking at 11 in 2000. Budget cuts and fund reallocations have reduced the recruitment of faculty across the board. However, the 2001 formation of the “Teacher-Scholar in Residence” faculty position brings young minority faculty on a 1-3 year appointment.*

## Percent of First-Time Minority Freshmen

*The percent of first-time freshmen who are minorities has steadily increased from 1998 to 2002. The ratio of minority freshmen to total freshmen has steadily increased from 1998 to 2002.*

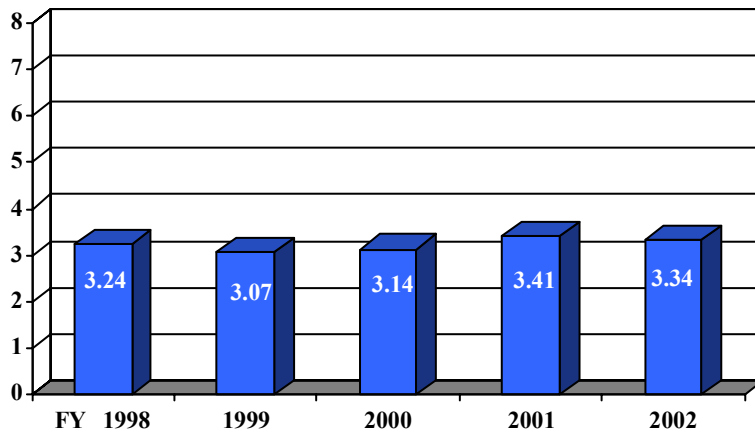
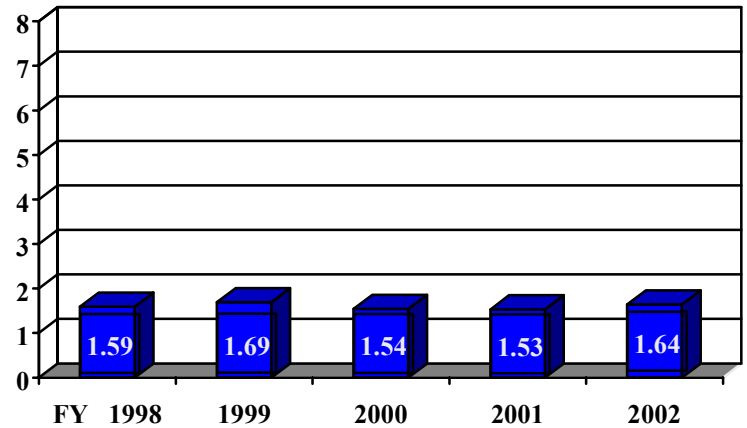


## Native-American Undergraduate Students

*The Native-American population remains very small, at 0.4% of the total student population.*

### Hispanic Undergraduate Students

*The ratio of Hispanic students has averaged 1.59% from 1998 to 2002. In 2002, this equaled 93 students.*

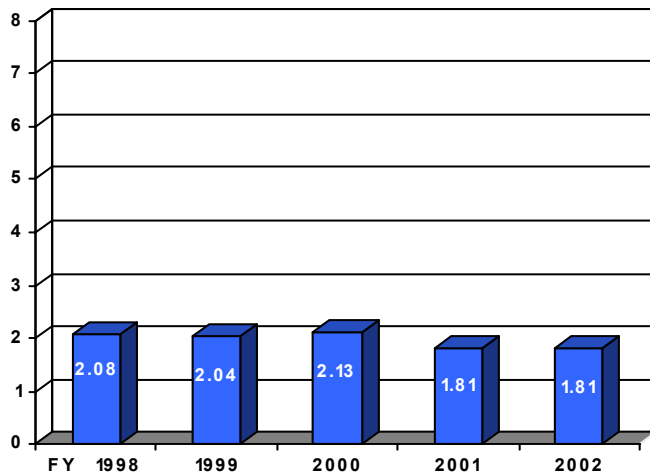


### African-American Undergraduate Students

*The African-American population represents 3.34% of the student population, down slightly from 3.41% in 2001. In 2002, 190 students were classified as African-American.*

### Asian or Pacific Islander Undergraduate Students

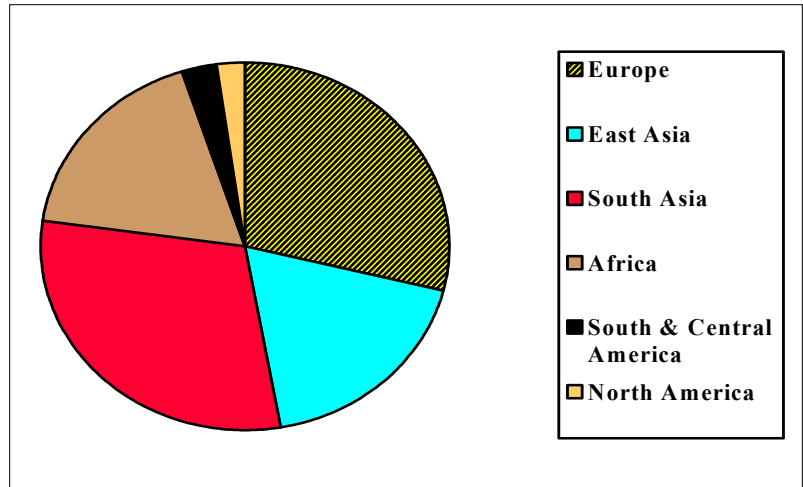
*The number of students classified as Asian or Pacific Islander declined in 2002 to 103 students, or 1.8% of the total, from a high in 2000 of 2.13%.*



## Origins of International Students by Geographic Area, Fall 2002

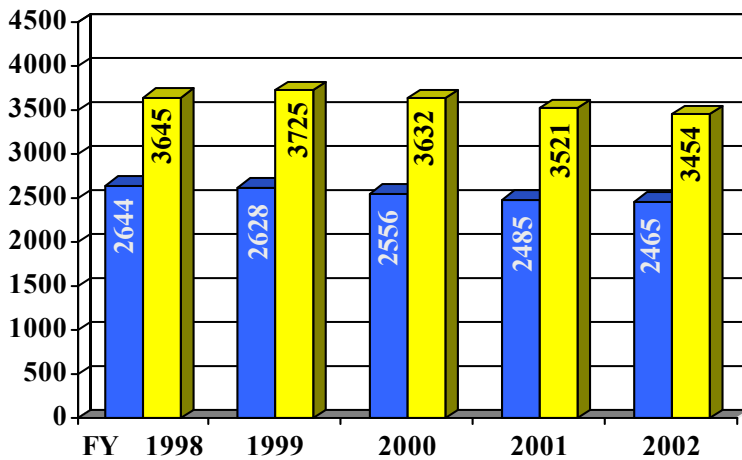
*Truman has opened its doors to many international students in the last five years. Currently there are approximately 233 international students representing 50 countries. The top five represented nations in Spring 2002 are:*

*Nepal 36      Japan 18  
India 26      Ghana 12  
Bulgaria 35*



## Student Breakdown by Gender

# of Female Students at Truman



*Similar to trends in national averages, Truman's gender distribution illustrates the increase in the number of women attending institutions of higher learning.*

### Summary

Overall the minority population at Truman has remained relatively stable between 1998 and 2002. One hundred thirty, or 8.9% of students, in the incoming freshmen class of 2001 were minority. This number is up from 7.5% in Fall of 1999. The numbers have varied little from 1998 to 2002.

## B. CURRICULUM ENHANCEMENTS / DIVERSITY INITIATIVES

The university has implemented several diversity-related courses in the last five years. These courses are designed to foster a strong focus on students and student learning as well as maintain academic rigor and intellectual challenge in a nurturing and *diverse* environment.

The diversity campaign has also lead to the creation of diversity related minors: African/African American Studies, International Studies, and Women's Studies. There have also been 22 new courses added to the whole curriculum since 1999 which contain significant diversity elements. As of Fall 2002 there were 94\* faculty teaching courses that applied to diversity minors and 102 courses dealing with diversity issues. Overall, an average 134 faculty per year teach courses that apply to diversity-related minors.

There were 9 approved JINS courses that focused on diversity issues in 2002. Eight new courses have been added to the diversity-related minors in the last 3 years. In addition, there have also been several courses approved for the Liberal Studies Program Intercultural Perspectives since 2000:

- 4 -Fine Arts
- 2 -JINS
- 8 -Study Abroad Opportunities
- 10 -Social Science

### Diversity course breakdown

- 68 courses apply toward the International Studies minor
- 21 courses apply toward the Women's Studies minor
- 13 courses apply toward the African/African-American Studies minor

In addition to the new courses, the university also supports student research projects with a specialized focus on diversity.

- Undergraduate research stipends with diversity-related topics:
  - In 1998: 6 of 17 =35%
  - In 1999: 5 of 40 = 14%
  - In 2000: 6 of 36 = 17%
- Undergraduate research Symposium presentations with diversity-related focus.
  - In 1998: 45 diversity related presentations
  - In 1999: 32 diversity related presentations
  - In 2000: 32 diversity related presentations

*\*Some faculty may be double-counted from fall to spring semesters*

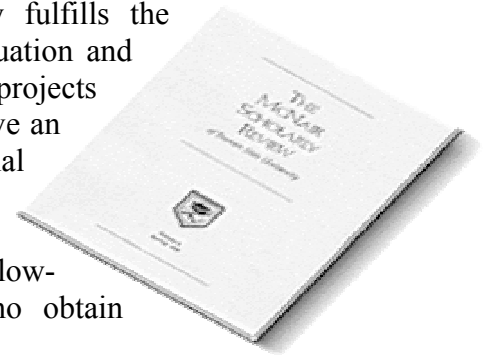
## C. ACADEMIC/ ENRICHMENT PROGRAMS AND GRANTS DESIGNED TO INCREASE RECRUITMENT AND RETENTION

The university continues to support several programs designed to increase the recruitment and retention of minority students to campus. Programs such as SEE and Upward Bound work on bridging the gap between high school and college. Stokes scholarships, faculty grants and the McNair program serve to enhance the students' research and academic skills and prepare them for graduation and graduate school.

SEE Program: Scholastic Enhancement Experience (SEE) Program, admits up to twenty students per year who have proven academic abilities through high school grade point average and rank, and distinct abilities, talents, or achievements to participate in a 5-week bridge program. The SEE program prepares students to face the Truman State University classroom as they shift from high school to college-level courses. In addition, the program is designed to strengthen and prepare students to succeed at a highly selective liberal arts and sciences institution. Well over 50 faculty have participated in the SEE Program since 1998.

1998 71% graduated or are on track for graduation from Truman  
1999 54% are on schedule for graduation from Truman  
2000 86% are on schedule for graduation  
2001 100% are on track for graduation  
2002 100% are on track for graduation

Ronald E. McNair Program. McNair is one of the six TRIO programs funded by the Federal Department of Education to support students from disadvantaged backgrounds who demonstrate academic potential. This 1.2 million dollar federal grant not only brings much needed funds to campus but also serves as one of Truman's most successful retention programs. Program evaluations indicate that the McNair Program successfully fulfills the university's goal of improving underrepresented student graduation and graduate school placement. The students work on research projects under the mentorship of Truman faculty. McNair Scholars have an opportunity to participate in national and international conferences as well as have their research published in *The McNair Scholarly Review*. The overall purpose of the McNair Program is to increase the number of first-generation and low-income students and underrepresented minority groups who obtain doctoral degrees by:



- Preparing students for doctoral studies through involvement in research, mentoring, and other activities;
- Assisting students in graduating from college and enrolling in graduate school; and
- Supporting students in the completion of doctoral studies.



**Why is the McNair program necessary?**

*(FGLI= First Generation Low Income)*

**Two-Year Retention Rates:**

**92.9% (McNair FGLI) vs. 62.6% (Non-McNair FGLI)**

**Four-Year Graduation Rates:**

**38.6% (McNair FGLI) vs. 25.6% (Non-McNair FGLI)**

*Ishiyama and Hopkins, 2001*

The McNair program has been operating on Truman's campus since 1992 and 187 students have come through the Program. In September 2002, the Program celebrated its 10<sup>th</sup> Anniversary with reunion activities, panel discussions, and a celebration banquet spotlighting former students who have recently received their Ph.D.

- 40 McNair students have earned a Master's degree, and 29 students are currently enrolled in a Master's program
- 12 McNair students have obtained a professional degree (law, medicine, other professional certification) and 5 students are currently enrolled in a professional program
- 149 McNair students successfully obtained a baccalaureate degree (144 from Truman)
- 4 students have earned their Ph.D., and 22 students are currently enrolled in a doctoral program
- Over 85 faculty participated in the McNair program between 1998 and 2000

Self-assessment of the Truman McNair Program indicates that participating in McNair has a positive impact on increasing the graduation rates of minority and first generation low income students as well as increasing the percentage of FGLI students who enter graduate school.

First Generation Low Income Students  
Entering Graduate School within 5 years:

**55.3% (McNair FGLI) vs. 14.2% (Non-McNair FGLI)**

**55.3% (McNair FGLI) vs. 22.9% (University average)**

*Ishiyama and Hopkins, 2001*

Five-Year Graduation Rates

**93.6% (McNair FGLI) vs. 45.1% (Non-McNair FGLI)**

**93.6% (McNair FGLI) vs. 62.9% (University average)**

*Ishiyama and Hopkins, 2001*

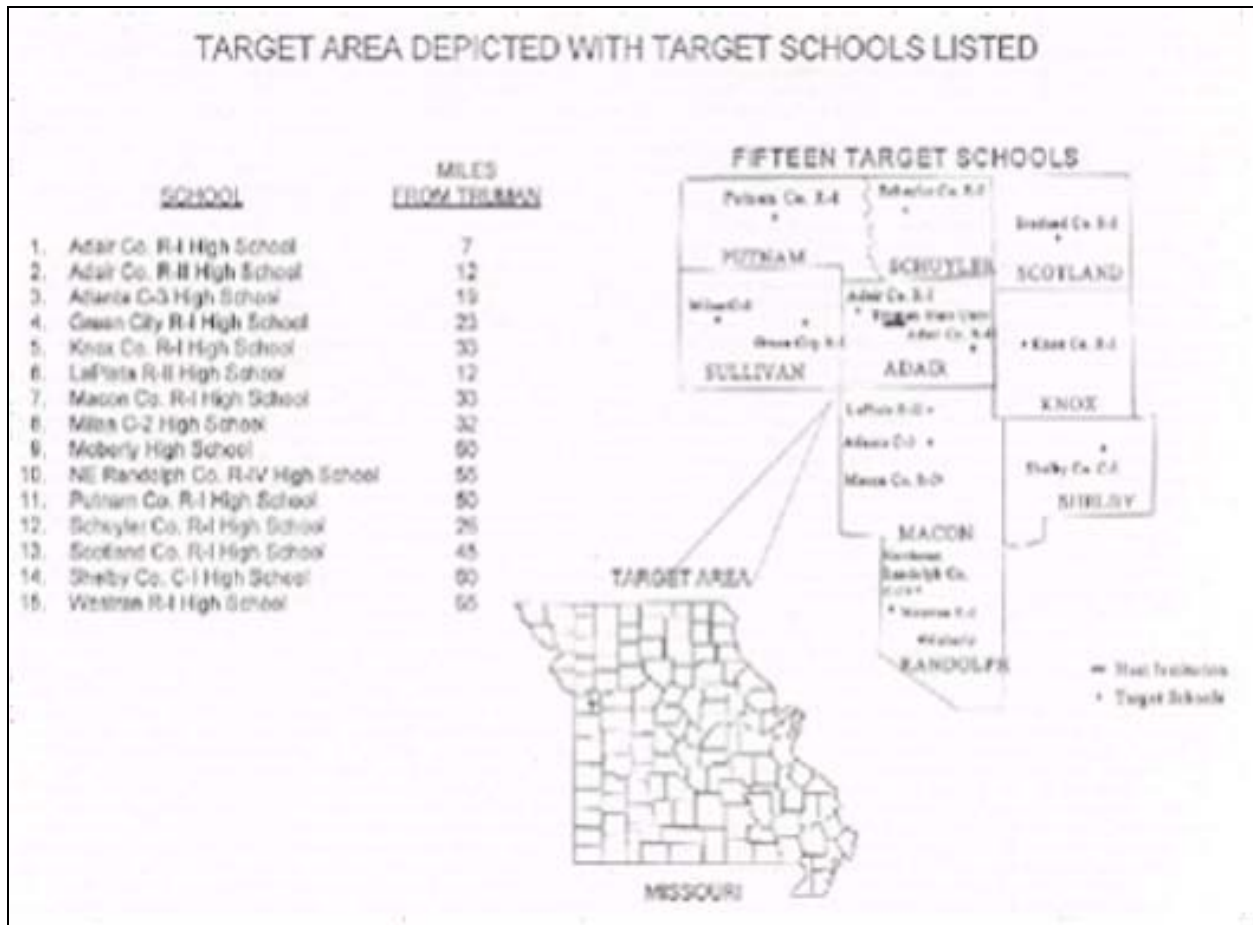
The Louis Stokes Missouri Alliance for Minority Participation at Truman State University is a multidisciplinary comprehensive program designed to:

- Increase the enrollment and retention of minority in life, physical, social and behavioral sciences, mathematics and engineering.
- Increase the number of minority undergraduates earning degrees in these disciplines.

Upward Bound: Upward Bound programs assist qualifying high school students in building the skills and motivation necessary for college success. Upward Bound does this by providing students with academic skill development, tutoring, college/career assistance and social/cultural exposure through a year-round support program for senior high school students.

- Approximately 90% of the Truman State University Upward Bound students attend college!
- Approximately 71% of these students persist to completion of a baccalaureate degree!

The Truman State University Upward Bound Project, one of approximately 770 projects across the nation, has been hosted by the institution since the Project's national inception in 1966. The Project serves students in fifteen northeast Missouri area high schools in a nine-county area surrounding Kirksville, Missouri.



In addition to supporting retention enrichment programs, the university also supports and encourages internal and external Faculty Enhancement Grants to increase faculty/student research projects.

Faculty Enhancement Grants

**New Truman Multi-Year Grants**

- Awarded on August 24, 2001 from the Computer Science Engineering Mathematics Scholarship Program (CSEMS). The Support for Undergraduate Scholars in Mathematics and Computer Science at Truman State University (PI Dr. Jason Miller).

- Awarded from the US Department of Agriculture Cooperative State Research, Education, and Extension Services. The Multicultural Scholars Program in Agriculture at Truman State University (PI Dr. Michael Seipel).
- Awarded in 2001 by the National Science Foundation. The Heartland Alliance for Minority Participation (HAMP).
- Awarded in January 2001, by the US Department of Defense. The Department of Defense Dependent School Internship for MAE students to student teach in Germany on military bases.
- Awarded in October 2000 from DESE, the Limited English Proficiency/Civics grant. To assist recent Latino residents in Northeast Missouri adjust to living in the area.

**Truman One-Time Grants**

- Awarded November 2000 by the US Department of Education Corporation for National Service the Martin Luther King Day of Service Grant for 500 students to volunteer for Habitat for Humanity, local nursing homes, Community Action Center Head Start Programs, and the Kirksville Public Schools.
- Awarded October 2001 by the Statewide Martin Luther King, Jr. Committee, the Kirksville Martin Luther King, Jr. Committee the Unity Celebration Grant

Further, in order to meet the university’s goal of “support for a strong liberal studies program,” which focuses on diversity, the university continues to provide internal grants for diversity-related projects.

- Internal grants awarded to faculty for diversity related projects
  - 1998 9% (6 of 64)
  - 1999 7% (3 of 42)
  - 2000 6% (3 of 53)

New Faculty Position

In 2001, Truman implemented the *Teacher-Scholar in Residence* appointment. This 1-3 year faculty appointment is designed to recruit young minority faculty to campus. This position is funded with assistance from the Truman State University Foundation.

## **D. COMMITTEES, FACULTY DEVELOPMENT AND CONFERENCES**

Truman State University has demonstrated a continuing commitment to increasing and maintaining diversity on campus. The university strives to meet its goals by the formation of diversity committees, the allocation of faculty development and recruitment grants, and by sponsoring faculty attendance in national diversity conferences and workshops. In September

1999, the President announced several initiatives with the main goal to ensure that the student body, faculty and administration reflect the diversity in Missouri's larger society. The President initiated the President's *Advisory Committee on Diversity Within Community* through the development of a new diversity committee, faculty positions, diversity centers and campus programs. Truman's scope and range of diversity services is broad and inclusive of many groups.

### **DIVERSITY COMMITTEES**

- Diversity Within Community Committee: responsible for advising the President and campus administration on the important issues related to campus diversity.

The committee was charged with two essential issues: the attainment of the University Master Plan's goals for the recruitment and retention of a diverse student body and a diverse faculty and the attainment of graduation rates, student learning outcomes, and student satisfaction levels that are comparable for all student groups. This committee was (1) to work with existing faculty governance and administrative structures, (2) to cooperate with existing administrative offices to monitor the university's progress on these objectives, and (3) to develop recommendations for enhanced coordination of current efforts as well as opportunities for improvement.

The committee's mandate is to prepare an annual status report on Truman's progress toward its diversity goals as well as any recommendations for action that the committee may deem to be appropriate. This report will be distributed to the academic community as part of the diversity update section of Truman's *Assessment Almanac*.

The committee is co-chaired by the Assistant Dean of Multicultural Affairs and the University Dean for Planning and Institutional Development. Other members currently include the Dean of Student Affairs, the Dean of Admissions, and the Associate Vice President for Academic Affairs/Dean of Residential Colleges, plus representatives from the following groups who serve staggered two-year terms: one division head, one staff member, four faculty members, and three students.

### **FACULTY DEVELOPMENT**

#### **Faculty Diversity Institute**

In 2000, 2001, and 2002, as part of faculty development, Truman offered the Diversity Institutes for faculty and staff. The Institute on Diversity, Teaching and Learning supported members in examining options for learning and teaching in classrooms that are becoming increasingly diverse. In addition to seminar presentations, faculty participants examined case studies on the effects of implicit or explicit racism, ethnocentrism, sexism, heterosexism and classism on student learning. The goals of the institute are to:

1. Increase awareness of diversity issues on Truman's campus
2. Develop skills and strategies for handling diversity in the classroom
3. Provide resources and information on diversity
4. Increase awareness of faculty role in creating an inclusive classroom

### Workshops/Conferences

The University also provides funding for faculty training and development on issues related to diversity and inclusion. Each year the University sponsors faculty participation in NCORE, the National Conference on Race and Ethnicity.

- NCORE
  - In 2001, 2 students, 1 staff member, and 10 faculty participated in the Conference
  - In 2002, 6 students, 1 staff member and 3 faculty members will attend the Conference
- The University also sent 6 students to the National African Students Association Conference

### Faculty driven initiatives, publications and projects

- **Statistics 376 Diversity Project:** This project initiated by professor Albers was designed to expose students to research methods as well as explore the issue of diversity at Truman State University. The students conducted various research projects on diversity on campus:
  - Practices and Attitudes of Faculty Toward Diversity
  - How Does Study Abroad Change Attitudes About Diversity
  - Diversity in the Residence Halls
  - Hate Events on the Truman Campus
  - Effects of Diversity on Retention
  - Religious Diversity at Truman
  - Hometown Diversity: Rural/Urban Differences at Truman
  - Attitudes and Perceptions of First-Generation College Students
  - Attitudes and Perceptions Regarding Sexual Orientation
- **Connecting African and African American Students Lives through Performance: Extending Cultures to Rural Missouri:** Bertha Thomas (MAC) and Melanee Crist (ISO) were funded in 2002 by the Cooperative Grants Program of NAFSA. The purpose of this project is to stimulate and strengthen interaction among international students, their U.S. peers, faculty, and communities through a series of multi-media presentations and performance pieces. The project also seeks to strengthen affiliation between all students of African descent on Truman State University's campus and in the community, and to provide 150 rural Missouri middle school students (and their teachers) with an opportunity to gain a greater appreciation for Africans and African Americans via an interactive format.
- **Article: Fostering Diversity in the Classroom Dr. Nnadozie**
- In May 2000, 22 students accompanied several Truman faculty to Europe through the "Europe in Transition" program. Many faculty have participated in the university's Study Abroad Program.

*Study Abroad faculty participation*

In 1997: 10 faculty members

In 1998: 8 faculty members

In 1999: 8 faculty members

In 2000: 9 faculty members

## **E. CAMPUS WIDE ACTIVITIES**

### **TRUMAN WEEK STUDENT ACTIVITIES**

Truman (formerly Freshman Week) Week diversity activities Administered through Student Affairs, RCP and the VPAA's office are designed to expose incoming students to diversity themes on campus.

- *Think Diversity Campaign*  
Truman Week's THINK DIVERSITY Campaign events, which included a contest where the Residential College with the highest percentage of participation is eligible to win a Diversity Award. Participation points are earned through:
  - \*Attending Montage IX
  - \*Visiting the Think Diversity Room in the Multicultural Affairs Center
  - \*Viewing the Diversity Display in the Alumni Room of the Student Union Building
  - \*Completing a roommate contract and turn it in to an SA
- *Montage* a fast-paced variety show dealing with diversity for first-year students
- *Step*, a dance program

### **FIRST ANNUAL DIVERSITY DAY**

The Student Organization Center celebrated diversity on the Truman campus through Diversity Day on March 26, 2002. This campus wide event included a talent show, an activities fair and a multitude of guest speakers on diversity.

## **F. DIVERSITY CENTERS**

The University also provides funds for several diversity centers on campus. These centers sponsor programs, speakers, workshops and other activities designed to increase awareness of different groups on campus.

*Multicultural Affairs Center:* Provides academic, social, and cultural support to students of color, first generation, low-income, and other students underrepresented in higher education. Academic programs provided by Multicultural Affairs include: The Scholastic Enhancement Experience/Success Program, Directions (a freshman orientation program), collaboration with the Stokes Scholars program and the Ronald E. McNair Post-Baccalaureate Achievement

Program. The Multicultural Affairs Center sponsors events and activities to promote a more pluralistic campus environment.

## Multicultural Affairs Center

### **GOAL 1:**

To increase access for underrepresented students to come to Truman State University.

### **GOAL 2:**

To create a sense of belonging and community.

- **The Peer Mentor Program:** an academic and social support system for students of color at Truman State University. Incoming underrepresented first-year students may request to be paired with upper-class mentors. The mentors aid the first-year students in making their Truman experience a more positive, successful one, advising them in everything from selecting classes to joining organizations. Mentors familiarize the first-year students with the campus and university life and, perhaps most importantly, are friends, going with them the lunch or ballgames, working with them on homework, and inviting them to be a part of their lives.
- **Directions:** an orientation program for first-year underrepresented students.
- **First Sunday Dinners:** home cooked food and fellowship are provided each month to students in the newly renovated student lounge called the MAC Underground.
- **Martin Luther King, Jr. Birthday Celebration:** a remembrance and celebration of Martin Luther King, Jr.'s ideals of peace and unity.
- **Women's History Month** (in collaboration with the Women's Resource Center): a multi-faceted program focused on women's issues.
- **Hispanic Heritage, Native American History, Black History Months and Asian History Week:** celebrations of these cultures featuring ethnic speakers, dinners, films, dances, and music.
- **Diversity Retreats:** Students participate in a two-day retreat with activities designed to raise awareness of diversity problems and solutions.

Student Organization Center: *The SOC was originally created to promote diversity on the University campus. It includes the following organizations: African Students Association, Bacchus and Gamma, Conflict Resolution and Mediation, Lifestyle Advocacy Program, Phi Sigma Pi, PRISM, and the Residential Hall Association.*



University Counseling Center: University Counseling Services (UCS) at Truman State University offers supportive services to the students, faculty, and staff of the University. The UCS staff is a team of mental health professionals dedicated to the worth, dignity, potential, and uniqueness of each individual. UCS staff advocate, facilitate, and maintain an environment conducive to personal health, growth, and development. UCS supports the University's mission in promoting the liberal arts values of self-awareness, lifelong habits of social and emotional wellness, and the achievement of human potential. The Counseling Center also continues to provide Safe Zone workshops for faculty and staff.

International Student Office: The International Student Office (ISO) serves the international students at Truman through a philosophy of empowerment. The staff and programs coordinated by the office are focused on providing each international student with the information and guidance necessary to be successful at Truman State University. The ISO has an "Open Door" policy. All international students are welcome in the ISO at any time.

**International Dinner:** Each November the International Club, in cooperation with the International Student Office, sponsors the annual International Dinner. The International Dinner began over 50 years ago and over the years, it has become a highlight of the fall semester. Members of the International Club and other international and American students prepare and serve dishes from many different countries and cultures. The last International Dinner featured 30 different dishes, which were served to over 400 guests.

**International Week:** International Week is an annual celebration of cultural diversity sponsored by the International Student Office at Truman State University. As the name implies, it is a weeklong affair and is held in the spring semester. This exciting and educational week of cultural events is planned and coordinated by the International Student Office. International Week seeks to celebrate diversity and enhance the cultural environment of Truman State University while providing leadership and organizational experience to the student committee members.

Center for International Education Abroad: Promotes international education by offering more than 60 summer, semester or yearlong programs in 36 countries. A true Liberal Arts and Science education at the dawn of the 21st century would not be complete without an international experience. In 2002, President Magruder noted that, "Truman's international study abroad program was ranked eighth in the nation among masters level institutions according to the Fall 2003 Chronicle of Higher Education." In the last 5 years, faculty have also worked with Truman students in the Philippines, Belize, Mexico, Honduras, Italy, Germany and England.

### Study Abroad Scholarships

Bridging Scholarships for Study Abroad in Japan  
Benjamin A. Gilman International Scholarship Competition  
(DAAD) The German Academic Exchange Service

Junior Year in Munich  
Freeman-Asia  
National Security Education Program  
Phi Kappa Phi  
The Rotary Foundation  
Truman State University Foundation Scholarships  
The Annette Kade Charitable Trust Scholarship

*Services for Individuals with Disabilities:* The mission of Truman State University's office of Services for Individuals with Disabilities is to ensure that all students with disabilities can actively participate in all areas of University life; to provide and coordinate support services and programs that help students with disabilities to maximize their educational potential; and to increase the level of awareness among all members of the University so that students with disabilities are able to perform at a level limited only by their abilities, not their disabilities. The office of Services for Individuals with Disabilities helps address the needs of individuals with disabilities and provides guidance for adjustment to the Truman State University community. To qualify for services, a student should first contact the office of Services for Individuals with Disabilities and provide appropriate documentation of his or her disability. The University will attempt to provide the level of support services and/or accommodations necessary to reasonably meet the needs of each individual student with a disability.

*Residential College Program:* The Residential College Program (RCP) at Truman State University seeks to bring the intellectual vitality of the university inside the residence hall walls. Residential colleges are places where faculty and students join together in pursuit of the liberal arts. The RCP faculty, professional staff, facilities, and sponsored activities promote a public liberal arts experience at Truman that is personally engaging to all members of the community. Truman's expanded RCP, an initiative of Academic Affairs, offers all first-year students and many upperclassmen the chance to experience a living-learning community by bringing an *academic focus* to some of the activities and relationships developed within the residence halls.

- **Casa Hispánica:** A Spanish-language wing has opened in Centennial Hall. *Casa Hispánica* offers a partial-immersion experience, in which participants speak Spanish as much as possible in the wing. All Spanish learners who have achieved a certain level of language proficiency may apply to live in *Casa Hispánica*.

#### WHO'S ELIGIBLE FOR CASA HISPÁNICA?

- Incoming freshman students** should have completed a minimum of three years of high school Spanish and be ready to be placed in Spanish 261 (*second* semester intermediate Spanish) or above.
- Upperclassmen** should have completed a minimum of three years of high school Spanish and be ready to be placed in Spanish 260 (*first* semester intermediate Spanish) or above.

- **Ryle Hall Film Series**
- **Foreign Film festival during International Week**
- **Diversity workshops, seminars, guest speakers, performances, and exhibits**
  - The Native American art of Shan Goshorn
  - Irish Ballads and Music performed by Tom O'Carroll
  - Celtic and Swedish music, performed by "Swap"
  - Sengalese Griot and Kora music by Morkeba Kouyate
  - Percussion concert and workshop, provided by Brazilian percussionist Ney Rosauero
  - Dulcimer music, performed by Rick Thum
  - Distinguished Visiting Scholars Program: Which not only strived to in the last year to bring several prominent minority scholars as guest speakers on campus but also provides opportunities for students to meet and network with the scholars through informal dinners and class sessions.

*Women's Resource Center*: Created by students for students. The Center provides education programming, a resource library about women's issues and acts as a referral service for students who need counseling, healthcare information and crisis intervention resources.

## H. STUDENT ORGANIZATIONS

In addition to providing several campus-wide centers the university also supports many organizations specifically designed to recognize diversity in the student body and provide an inclusive academic environment for minority students to grow and develop. These organizations are open to all students on campus and provide a rich tapestry of resources for students.

*PRISM*: PRISM is the Gay/Lesbian/Bisexual/Transgender (GLBT) and Straight friends alliance at Truman State University. "The vision of PRISM is to incorporate values of diversity, appreciation of GLBT culture, and the reverence of acceptance nationally and on Truman's campus. Furthermore we seek to have leaders emerge from our group with high ideals and strives of attaining full civil liberties for gays, lesbians, bisexuals, and transgender people across the globe. In addition, PRISM will provide a comfortable climate on this campus for GLBT students, and their straight allies."

- **Sexual Orientation (Safe Zone)** - The University recognizes the importance of providing a safe environment for student expression and has committed to providing an atmosphere free from discrimination.

- An average of 30 students participated in PRISM's weekly meetings for FY 2002. Total involvement for the year was approximately 150 students.

Coalition of African American Women: The organization encourages interaction among the women in Truman's African-American community, and works to inform African-American women of on-campus resources and services.

International Club: International Club was formed and chartered in 1935 by a group of students who were dedicated in creating a social awareness and understanding between American students and students who were foreign born or/and recent immigrants to the U.S. Today, IC continues toward achieving these aims but also aims at fostering an understanding among international students about each others' cultures as well. IC aims to bring awareness about international issues on campus, openness to ethnic diversity, as well as provide services to the campus and Kirksville community through international exchange.

*“The International Club at Truman State University Truman works to promote a better understanding, unity and cooperation between all students.”*

Lifestyle Advocacy Program: The Lifestyle Advocacy Program on campus is a group of Red Cross-certified students trained to educate others about AIDS. Their main goal over the past three years has been increasing HIV and AIDS awareness on campus.

Residential Hall Association: The parent organization for all of the Hall Senates, RHA serves in a unique capacity as the central student government for all on-campus residents. RHA is the combination of a programming body and a policy forming body all wrapped into one organization. RHA's main purpose is to be the voice for on-campus residents and to provide residents with their perspective on policies and issues that affect the entire residential community. RHA is the driving force of student feedback, which is used within the Residential Living Office to make many administrative decisions.

Illusion: Illusion is Truman State University's first dance team created with the purpose of promoting multiculturalism through dance. Focusing on the styles of jazz and hip-hop, Illusion defines what is known as "danz" by performing at many campus-wide and local events. The team is composed of 12 members who have a background of dance knowledge and most importantly a love for dance. Founded in the spring of 2002, Illusion has performed for events such as Truman Society of the Dance Arts Recital, Greek Week Opening Ceremonies, and Kappa Alpha Psi Komedya Explosion. Illusion also hosts several workshops throughout the year that are open to the public.

Asian American Student Organization: an organization designed to foster an understanding of Asian culture and heritage, as well as support Asian students in their academic development.

HOLA Hispanic Organization of Latin America

*African Student Association:* the African Students Association is a group of students at Truman State University of African and non-African decent who are dedicated in their common goal to act as resources of information on Africa, promote African issues on campus and create an awareness of Africa by encouraging the positive interaction between its members and students of African decent and their campus and community. It is a service and social association.

*Chinese Student Association:* the organization was founded to help Chinese students and to promote the good fellowship among its members.

*The Japanese Club:* promotes the understanding of the Japanese culture through Japanese literature and language.

*The Africa Society:* seeks to develop and enhance interest in Africa by providing cultural forums, increasing availability of African-American resources on campus, and educating members on Africa's history and culture. Membership is open to any student, University employee, or resident of Kirksville.

*SALSA (Social Active Latino Service Association):* promotes Latino student camaraderie and interaction, promotes Latino heritage and pride and seeks to bring about cultural awareness and understanding. Membership is open to all Truman students and faculty.

*The Unique Ensemble:* a multicultural gospel choir which performs on campus and throughout mid-Missouri.

### **FRATERNITIES AND SORORITIES**

As of 2002, Truman had approximately 8 historically black Greek organizations and 4 fraternities with a stated goal of fostering diversity and campus inclusion.

- Alpha Kappa Alpha Sorority- AKA (1908)
- Zeta Phi Beta Sorority (1920)
- Delta Sigma Theta Sorority (1913)
- Sigma Gamma Rho Sorority (1922)
- Sigma Lamda gamma -October 22 1989 \_ Hispanic/ Latina
- Alpha Phi Alpha Fraternity, (1906)
- Kappa Alpha Psi (1911)
- Omega Psi Phi Fraternity (1911)
- Phi Beta Sigma
- Iota Phi Theta Fraternity (1963)
- Truman State Colony of Sigma Lambda Beta (February 21, 1998)

*The Sigma Lambda Beta chapter at Truman State is the first chapter of any Latino Fraternity in the state of Missouri.*

- Delta Sigma Phi (1899)

*Delta Sigma Phi was founded based on the principle of the universal brotherhood of man, "the principles of friendship and brotherhood among college men, without respect to race or creed."*

## **I. MISCELLANEOUS ACTIVITIES & PROJECTS**

- Citywide availability of Black Entertainment Television (BET)
- Increased financial aid for low-income students
- Fostering Greater Diversity panel as part of the Truman's annual August Planning Meeting
- Began the Multicultural Affairs College Algebra Tutoring Program supervised by David Neel assistant professor of mathematics
- Half-day Diversity Workshop for division heads and another half-day Diversity Workshop for Truman staff

### **PROJECTS IN THE WORKS**

*African Student Association:* This proposal articulates the need to establish a scholarship fund to be known as the African Scholarship Fund, to provide financial assistance to deserving African students attending Truman State University. The main objective is to raise an endowment fund of \$50,000, which will generate enough interest income to provide scholarships each year for deserving African students. The purpose of the ASF, therefore, is to provide private financial support for African students at Truman State University, which will help in alleviating the financial difficulties they face as cost of education increases. The establishment of this scholarship fund is important because it will enable these students to obtain quality education in the United States in order to make a meaningful contribution to the development of their countries.

## **J. CONCLUSION, PURSUING DIVERSITY: A LOOK TOWARD THE FUTURE**

The university administration has a stated commitment to the recruitment, retention and inclusion of minority students and faculty on the campus. Although there has been tremendous progress in the last five years there is still a lot of work to be done. As we anticipate the next five years we look forward to working with students, faculty and staff to continue the progress we have made.

*We have become not a melting pot but a beautiful mosaic. Different people, different beliefs, different yearnings, different hopes, different dreams.*

*Jimmy Carter*