If You Ask Me

If you ask me to walk in front of you

I remember the words of a man called King
Who spoke of the voice of a higher power
When he said our destinies are interrelated.
We will only get to the path side by side together.

If you ask me to walk behind you

To be in your shadow like a child, who you feel
Has nothing to offer but a dependency on you,
I will choose another direction
And wish you well when we take our separate paths.
For the spirit of the heart knows that I deserve respect,
And the fiber of my being must be heard and honored.

If you ask me to walk side by side with you, together

To be your equal, and you acknowledge my voice
With strength and respect,
If you listen and validate my experiences,
Change gives birth to hope,
And there will be nothing we cannot conquer together
In this journey of life.

---Dr. Barbara Baker
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Recruitment and Retention Committee

2009-2012

Committee members:
Chair: Marla Darby, Special Education/School Counseling
Bob Aman, Special Education/School Counseling
Climetine Clayburn, School Leadership/Middle Secondary Teacher Education
Zeni Colorado, Instructional Design Technology
Nelda Epp, Early Childhood/Elementary Teacher Education
Colleen Etzbach, Psychology/Art Therapy/Rehabilitation/Mental Health Counseling
Minam Kim, Art
Diane Mangus, Health, PE, and Recreation
Barbara Railsback, Business Education and Administration
Shawna Shane, Health, PE, and Recreation
Shontay Osterman-Bailey, student
Marcelo Salanda, graduate student
Emporia State University (ESU) strives to maintain an academic environment that facilitates student success as faculty, staff, and students walk side by side, building on and celebrating each others’ strengths. We believe that there is a natural strength in diversity and the varied cultural perspectives that each individual brings to our campus. ESU uses the following to define diversity and culture on our campus:

*Diversity includes, but is not limited to, ethnicity, socioeconomic status, social standing in the community, gender, health, age, geographic region, sexual orientation, religion, language, ability, and race.*

*Culture is a social system that represents an accumulation of beliefs, attitudes, habits, values, and practices that serve as a filter through which a group of people view and respond to the world in which they live.* (Shade, Kelly, & Oberg 1997, p.18)

Members of the ESU community have their own cultural journeys that shape their values, including what they perceive as good and desirable, right and wrong, normal, different, appropriate, or attractive; this is the essence of the natural strength of diversity. ESU is committed to embracing the diversity and varied cultural perspectives of faculty, staff, and the student body as we all walk side by side toward a common goal of excellence.

I. **Purpose**

Establish an environment of respect for diversity and culture to better understand that each of us is diverse in some way. Develop a plan to actively recruit and retain faculty, staff, and students from diverse backgrounds.

II. **Affirmation of Values** We, the members of the Emporia State University Teachers College community ascribe to these values:

- The Teachers College is an equal opportunity institution of higher education where individuals of diverse backgrounds and beliefs come to learn and work together professionally and respectfully
- Students, faculty, staff, and administrators at ESU share a responsibility for sustaining an environment that is conducive to learning, teaching, and personal growth
- The ESU population is committed to provide opportunities within and outside the classroom that foster contact with and respect for diverse groups of people
- The worth and dignity of all people are to be recognized without regard to any classification
- The Teachers College communicates in ways that recognizes and affirms the dignity of each individual
- The Teachers College establishes classroom environments that challenge students to examine their own personal cultural beliefs
- The Teachers College provides a safe, non-threatening environment where multiple perspectives are valued and ideas can be expressed without fear of retribution
- ESU is committed to work together in the development of policies and procedures for the benefit of all
- All procedures and policies are consistent with the governance of ESU
III. The Teachers College Long Range Plan for Recruitment and Retention 2007-2012

Goals, Objectives, and Activities

GOAL 1: Recruit and retain highly qualified faculty.

Objective 1: Attract, develop, and retain outstanding faculty members including individuals from diverse backgrounds.

Activities:
- Continue to seek diversity in recruitment and retention of high quality faculty.
- Develop and implement a plan to use some or all of the web based course professional development funds to increase travel assistance for faculty members who present at national and international meetings.
- Provide a mentoring system for all new faculty.
- Continue to support, recognize, and reward quality performance in teaching, scholarship, and service.
- Explore ways to increase salaries of faculty to be competitive at all levels.
- Seek Jones Distinguished Lecturers and Visiting Professors who bring national visibility to The Teachers College and Emporia State University.
- Rehabilitate and equip classrooms, labs, and offices in order to provide faculty with facilities that offer state of the art instructional and research opportunities.
- Each department will delineate how involvement in student recruitment and retention activities is recognized in faculty recognition documents.
- Seek institutional support for engaging in collaborative projects, team teaching, and field experiences which expose/involve faculty/staff in multicultural diversity awareness and understanding, including international experiences.

GOAL 2: Recruit and retain a highly qualified student body for undergraduate and graduate programs within The Teachers College, including those who represent diverse backgrounds.

Objective 1: Develop and maintain multifaceted relationship(s) with one or more school districts, agencies, businesses, community colleges, and organizations (e.g., Kansas City metropolitan area, Emporia Middle and High Schools) which provide populations from which to recruit a diverse student body.

Activities:
- Mentor future Teachers College students through faculty/ESU student involvement with high school/middle school clubs (e.g., Future Teachers, FBLA, etc.).
- Engage ESU students and student groups in hosting campus visits for middle and high school students from urban/diverse school districts.
- Annually evaluate and revise recruitment efforts developed by The Teachers College Minority Recruitment and Retention Task Force.
- Maintain 2 + 1 + 1 programs with Kansas community colleges.
Objective 2: Develop a plan to mentor and support students interested in programs in The Teachers College.

Activities:
- Work with student services to develop a mentoring plan for new and transfer students declaring an interest in programs in The Teachers College.
- Encourage faculty to volunteer as mentors for new and transfer students declaring an interest in programs in The Teachers College.
- Encourage new and transfer students to join clubs and interest groups related to programs in The Teachers College.
- Encourage development of first year experience for new students in The Teachers College.

Objective 3: Explore the feasibility of developing appropriate course and/or programs offered by The Teachers College for international students.

Activity:
- Work collaboratively with the Office of International Education to identify undergraduate and graduate programs appropriate for international students.

IV. Process

In the fall of 2009, Dean Phil Bennett appointed a new multicultural/diversity director for the Teachers College and also established a new committee with the charge of revising the Strategic Action Plan for Recruitment and Retention of Diverse Students and Faculty for the Teachers College. One purpose of the new document is to be a resource handbook from which faculty and staff could refer for resources to enhance their efforts to support the purpose of “establishing an environment of respect for diversity and culture to better understand that each of us is diverse in some way. Develop a plan to actively recruit and retain faculty, staff, and students from diverse backgrounds.” The new director’s and committee’s first efforts were to invite various leaders across the campus to share information about their work to promote recruitment and retention of students and faculty. From these efforts, collaborative relationships were rebuilt with current faculty and staff across campus.

Continuing to establish new cross campus collaborative teamwork, a team of 13 faculty and staff from ESU’s various colleges went to the statewide Michael Tilford Conference on Diversity and Multiculturalism in October of 2009 and 2010. The chair of the multicultural/diversity committee attended these conferences for professional development to gain new ideas and strategies from other state universities. During these conferences, ESU’s team met to brainstorm goals and activities that ESU could implement in the coming years to promote an inclusive campus environment. Following the 2010 Michael Tilford Conference, ESU established its own Tilford Committee to improve across campus communication and efforts to achieve goals established at the conferences. The Teachers College is represented on that committee.
V. **Review of ESU efforts regarding student recruitment and retention**

**The Teachers College**

“Multicultural competencies are emphasized in each college, with the general education program requirement of at least one multicultural intensive course in all ESU baccalaureate degree programs. The importance of diversity experiences for teacher education candidates is stressed in curriculum and instruction. Preservice students are exposed to a variety of experiences designed to prepare them to work effectively with students in a global society. Diversity skills, knowledge, and dispositions are stressed in coursework, application for student teaching, student teaching lesson planning, and a teacher work sample.” (A Strategic Action Plan for Recruitment and Retention of Diverse Student and Faculty Handbook, 2003-2008) Requirements in classes give students the opportunities to review their own values and biases, with the intended outcome being that students will accept, respect, and value their peers, faculty, and staff at the university. Textbooks include information about diversity and also the contributions of professionals who come from various cultural backgrounds. Units are dedicated to understanding and teaching students from a variety of backgrounds.

Faculty group students to complete problem-solving projects for classes and promote social interaction among students. They also make personal contact with individual students and find ways to make contact with students off campus.

Each year, the elementary science methods classes invite middle school students from various cities to participate in a robot competition between them and university students. Students use hands-on experiences to promote critical thinking and use math and science in meaningful ways.

The Jones Institute for Educational Excellence through the Teachers College hosts the Future Teachers Academy each summer. “During this five-day program, the students share in activities that will help them to understand better what teachers do. They have the opportunity to listen to presentations by – and interact with – ESU instructors, Kansas Master Teachers, a Kansas State Teacher of the Year, a National Board Certified Teacher, and a National Teachers Hall of Fame inductee, among other highly accomplished educators.” (www.emporia.edu) Two mini sessions are held for middle school students during the fall and spring semesters.

The Teachers College hosts a luncheon each semester to celebrate students from minority and diverse populations. Facilitators are present at the luncheons to coordinate discussions of various topics. The diversity committee takes note of the issues that students discuss and works to make changes to improve the environment in the Teachers College.

**Scholarships**

Scholarships are given in each department at ESU. Specific scholarships can be found in the appendix of this document.

**Office of Multicultural Affairs**

The office of Multicultural Affairs offers programs that support students throughout their educational experiences. The student organizations that are a part of this office include:
Hispanic American Leadership Organization (HALO); Black Women’s Network; Harmonious Voices of Praise; People Respecting Individuality and Diversity in Education (PRIDE); The Eagerly Dedicated To Excel and Grow (EDGE) tutoring and mentoring program for minority students.

**Tilford Conference**
Each year the university sends delegates to the Michael Tilford Conference on Diversity and Multiculturalism. “This annual conference provides an opportunity for faculty, staff, and administrators at the Kansas Regents’ institutions and community colleges to approach transformation from an institutional perspective by: identifying the changing demographics for students entering into higher education; examining the role of faculty, staff, and administrators in responding to these demographic changes; understanding the implications of the changes in terms of policy, curriculum, teaching methods, recruitment and retention; and planning time, which is institutional-based to move forward on each campus.” (The Tilford Planning Committee) ESU asks that each college send a representative faculty member to this conference, so that the entire university is represented.

**Bonner and Bonner Lecture Series**
“The Bonner and Bonner Diversity Lecture Series, the premier diversity lecture series in Kansas, finds dynamic speakers to come to campus each year to provide motivating lectures and share their stories with the campus community and the Emporia community. The following are the past lecture series sponsored by Bonner and Bonner: Bill Strickland - Fall 2010 • Herman Boone - Fall 2009 • Dr. James Loewen - Fall 2008 • Minnijean Brown Trickey - Fall 2007 • Vali R. Nasr - Spring 2007 • Morris Dees - 2006 • Cristina Garcia - 2005 • Billy Mills - 2004 • Julian Bond - 2003.” (www.emporia.edu)

**Kauffman Institute**
“Thirty eighth-grade Kauffman Scholars from the Kansas City area spent three days at ESU, participating in the Kauffman Institute, taking part in a variety of science and math games. Kauffman Scholars is a comprehensive, multi-year program designed to help promising, yet challenged, low-income urban students.” (www.emporia.edu)

**Admissions Office**
The Admissions Office plans Special Visits and Events each year. Those include: Black and Gold visits days that feature a “Classroom Experience” and a “Parent Session”; Hispanic Leadership Day at Emporia High School; Hispanic Leadership Day, which brings students to campus from Kansas high schools; African American Leadership Day, which brings students to campus from Kansas high schools; and Hornet Nights in Topeka, Kansas City, and Wichita.

The Office of Admissions works in various ways to recruit and retain students through graduation. These include:

- Work with U.S. citizens, permanent residents, and undocumented students
- Work closely with students who have been granted asylum and assist them in completing necessary documents
- Work with individual students as needed
- Work with families
• Keep parents and their families together during SWARM to ensure continuity of information
• Send students to talk with faculty members
• Send lists of students’ names to department chairs, who give names to faculty
• Work with Emporia High School with a leadership program

Student Organizations
There are student organizations to provide support and belonging to students from various backgrounds on campus. The following is a list of those organizations: Arabic Language and Culture Club; Chinese Student Association; ESU Spanish Club; French Club; German Club; Hispanic American Leadership Organization; International Club; Muslim Students Organization; Saudi’s Club; Korean Student Organization; Sakura of ESU; International Choir; Council of International Student Associations; International Club; African Student Union; Thai Student Association; Taiwanese Student Organization.

Office of Disability Services
The Office of Disability Services, which currently serves approximately 200 students, coordinates accommodations for students with documented disabilities. These accommodations and services are designed to remove the barriers caused by the disabilities, therefore allowing students to access and progress through the programs. Faculty must provide documented accommodations to students with disabilities. Scholarships are available through this office.

International Education Office
The International Education Office provides orientation, International Swarm, for international students at the beginning of the fall and spring semesters. Students spend a week meeting with a faculty panel to learn about classes’ expectations, reviewing the handbook for international students, and getting to know each other during planned activities. Greek Life also works with cultural perspectives groups where mentors are paired with 2 international students. They work together to learn more about cultural communication and intercultural competence.

Office of Student Life
The Office of Student Life impacts retention of students in the following ways:

• Provides student orientation where students get to meet new people, which is especially beneficial for students from rural areas.
• Provides study skills activities.
• Provides information on sexual assault.
• Administer the College Student Inventory, which all students take at the end of July, to evaluate their readiness for college. The program generates a detailed report of each student. The results give an at risk score to get an academic dropout process score. The top 1/3 of potential dropouts are provided resources to help them be successful. This office then reviews drop out data.
• Reviews midterm grades. The students at risk are called into Student Life for resources to help them.

Trio and Upward Bound Programs
“Emporia State University’s TRIO program was awarded a new Talent Search Grant through the U.S. Department of Education this fall. This $657,000.00 grant ($219,000.00 per year for three years) will afford ESU the opportunity to strengthen partnerships with area communities and begin encouraging students as young as middle school to seek a college degree. ESU’s Talent Search program joins three other TRIO programs: two Upward Bound programs, one serving the Emporia area and one serving northeast Kansas and southwest Missouri, and one Student Support Services program. Talent Search will run from September 2006 through August 2010. Talent Search also has an office in Leavenworth. The Talent Search program identifies and assists individuals from disadvantaged rounds who have the potential to succeed in higher education. The program provides academic, career, and financial counseling to its participants and encourages them to graduate from high school and continue on to the postsecondary institution of their choice. Talent Search also serves high school dropouts by encouraging them to reenter the education system and complete their education. The goal of Talent Search is to increase the number of youths from disadvantaged backgrounds who complete high school and enroll in postsecondary education institutions of their choice. Talent Search provides tutorial services, career exploration, aptitude assessments, counseling, mentoring programs, workshops, and information on postsecondary institutions.” (www.emporia.edu)

**Diversity Education Committee**
The Diversity Education Committee conducted a campus diversity survey in the spring of 2010. The survey results have been tallied by responses to specific questions, and the Diversity Education Committee will analyze the results and address the needs found from the survey in the spring of 2011. This committee plans to conduct a faculty survey in the spring of 2011. Another initiative planned by this committee to begin in the near future is multicultural curriculum infusion, where it identifies the multicultural competencies essential for students’ multicultural growth and to work with faculty, students and the university community to infuse the competencies within the total student experience.

**VI. Review of Emporia State University’s strategic plan themes, goals, objectives, and accomplishments for recruitment and retention of faculty and students**

<table>
<thead>
<tr>
<th>Strategic Theme</th>
<th>Goal</th>
<th>Objectives</th>
<th>Accomplishments</th>
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<tbody>
<tr>
<td>Enhancing Academic Excellence</td>
<td>1.6 Develop and implement First-Year Experiences within academic departments and university programs.</td>
<td>1.6.2 Review and, if necessary, modify existing Student Life connections to First Year Experiences.</td>
<td>The First Year Experiences Committee includes membership from Student Life.</td>
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<td>1.6.3 Identify and assess models to address academic needs of undeclared students to support retention and to increase first to second year undergraduate</td>
<td>The First Year Experience Committee is currently developing a first year experience for undeclared majors.</td>
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<td>retention by 2% over 5 years.</td>
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<tr>
<td>1.7 Develop, implement, and support interdisciplinary courses.</td>
<td>1.7.2 Use successful, innovative interdisciplinary offerings to help recruit talented students and faculty.</td>
<td>New interdisciplinary courses have been offered on campus and online. These include offerings from Sociology and Anthropology as well as the new course, CW 302, Issues in Ethnic and Gender Studies. A new Bachelor of Applied Science in Sustainability is being developed.</td>
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<td>1.9 Develop and implement a plan to increase the recruitment of minority faculty, students, and staff.</td>
<td>1.9.1 Review the current composition of ESU student body.</td>
<td>Information from the ESU data book shows the ethnic composition percentage of undergraduate minorities increased from 18.9% in 2008 to 22.2% in 2009. For graduate students the percentage in 2008 was 12.4% which rose to 12.9% in 2009.</td>
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<td></td>
<td>1.9.2 Review the current composition of ESU faculty and staff.</td>
<td>Information from the ESU data book shows the ethnic composition percentage of minority faculty in 2008 was 8.9% which rose to 9.5% in 2009.</td>
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<td></td>
<td>1.9.3 Cultivate strategic connections with community minority entities for recruiting minority faculty, students, and staff.</td>
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<td></td>
<td>1.9.4 Assess the multicultural competence of ESU faculty, staff, and students.</td>
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<tr>
<td>Building Mutually Beneficial Partnerships</td>
<td>2.1 Cultivate new strategic connections with the community of Emporia and the region.</td>
<td>2.1.3 Assess and create opportunities with the Emporia community and regional programs to further enhance academic learning opportunities for students.</td>
<td>An onlinedegree completion program and dualadmissions program was developed with Hutchinson Community College. A newdegree offering, EBIZ, was established with Butler Community College. A dual admission program has been established.</td>
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<tr>
<td>2.2 Cultivate new strategic connections between Emporia State University and national entities.</td>
<td>2.2.2 Continue to work with national leadership on the promotion of Emporia State University.</td>
<td>ESU is partnering with American Association of StateColleges and Universities (AASCU) on its international education program, Chinese Educational Association for International Exchange (CEAIE) as well as the AASCU Red Balloon project.</td>
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<td>2.3 Strengthen and cultivate new strategic connections between Emporia State University and other institutions of higher education in Kansas and the surrounding states.</td>
<td>2.3.1 Coordinate the development of dual enrollment programs with identified community colleges.</td>
<td>A dual admission program was established with Hutchinson Community College.</td>
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<td>2.4 Strengthen and cultivate new connections with Emporia State University alumni and the University community.</td>
<td>2.4.2 Strengthen and increase communication between academic and university programs and their alumni (i.e., annual alumni newsletters, receptions).</td>
<td>ESU is developing an articulation proposal with Cleveland Chiropractic College.</td>
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<td>2.3.2 Review and, if necessary, modify “pre” programs to include degree completion options.</td>
<td>The Teachers College issues a newsletter twice a year. SLIM held four special alumni events. The School of Business published and distributed “Opening Doors for 25 Years” to reflect the growth and changes within the school.</td>
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<td>3.2 Promote increased global awareness.</td>
<td>3.2.1 Increase campus communications and publicity about international opportunities.</td>
<td>The number of faculty participating in international academic activities is 18 in 2009 compared with 14 in 2007. The number of students participating in a study abroad activity is 94 in 2009 compared to 53 in 2007.</td>
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<td>3.2.2 Increase participation of students and faculty in study abroad programs and international teaching and internship opportunities.</td>
<td>3.2.5 Establish curricular opportunities to enhance global awareness.</td>
<td>SLIM offers one course a semester which includes a one-week field trip to an international location. The Dept. of Social Sciences is developing a degree in Global Studies. The School of Business offered a one-day workshop on how to enhance students’ global view.</td>
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<tr>
<td>3.3 Increase the recruitment of international students by expanding the relationships between Emporia State University and its current and future partners.</td>
<td>Efforts in this area are ongoing. This past year ESU was accepted into the CEAI under AASCU. New leadership in OIE is creating a strategic plan for maintaining, expanding, and diversifying ESU’s international student population.</td>
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<td>4.1 Recognize the important role played by faculty and staff in fulfilling the ESU mission.</td>
<td>4.1.1 Develop a mechanism to biennially assess faculty and staff morale.</td>
<td>Completed. Faculty and staff surveys were created and administered in the Spring of 2010, and the results were distributed.</td>
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</table>
VII. Action Statements for faculty, staff, and students to promote recruitment and retention

The following action statements for faculty, staff, and students were developed by the Teachers College Diversity Committee to promote recruitment and retention of students from various cultures: These will be distributed to faculty, staff, and students to implement.

**Faculty will:**
- Seek opportunities to provide opportunities for students to have experiences with children from diverse backgrounds
- Participate in staff development opportunities to create an understanding of behaviors coming from cultural differences
- Actively recruit students from diverse backgrounds
- Actively recruit faculty from diverse backgrounds
- Review course syllabi, instructional methods and materials to ensure that multicultural perspectives are addressed in classes and make changes to syllabi based on the review
- Document changes for the department chairpersons to use for evaluation purposes
- Have evaluations by students and chairperson that include section on diversity
- Demonstrate an understanding of behaviors coming from cultural differences among the Teachers College community members and create an atmosphere of respect
- Make positive connections with students
- Increase classroom discussions/conversations and presentations that involve diversity
- Provide needed accommodations to allow equal access to curriculum
- Recognize and celebrate the accomplishments of students and faculty and provide opportunities for students to share and support each other in their experiences at ESU
- Reach out to students who are experiencing difficulties in their classes as soon as problems are evident
- Help students find funding if they indicate that they cannot continue to take classes due to lack of financial support
- Be aware of and actively promote scholarship opportunities to students
- Share the responsibility for student learning
- Ask questions to all students in class, and encourage them to contribute to class discussions
- Assign small group projects when appropriate
- Talk with students about career plans
- Discuss ideas from reading/classes outside class
- Give prompt feedback on academic performance
• Encourage students to engage in conversations with students of a different race/ethnicity and those who differ from them on such things as religious beliefs, political opinions, or personal values
• Be familiar with jobs on campus for students and let students know about those jobs
• Attend the international SWARM in the fall and spring
• Help international students move into the dorms
• Distribute, review, and implement the action statements

Staff will:
• Participate in staff development opportunities to create an understanding of behaviors related to cultural differences
• Be evaluated, by chairpersons, according to demonstration of an understanding of behaviors coming from cultural differences and create an atmosphere of respect
• Make positive personal connections with students
• Share the responsibility for student learning
• Recognize and celebrate the accomplishments of students, faculty, and staff
• Be supportive of students’ academic and social needs
• Maintain a welcoming, supportive, and nurturing campus climate for minority students
• Be familiar with jobs on campus for students and let students know about those jobs

Students will:
• Participate in opportunities to create an understanding of behaviors coming from cultural differences
• Review course syllabi, instructional methods and materials to ensure that multicultural perspectives are addressed in their classes
• Conduct self assessments of their own cultural beliefs
• Demonstrate ethical behavior toward all people
• Demonstrate positive attitudes when working with others both inside and outside of class
• Participate in outreach programs in PK-12 schools
• Engage in conversations with students of a different race/ethnicity and others who differ from them about religious beliefs, political opinions, or personal values
• Tutor or teach other students, either paid or voluntary
• Spend time studying and preparing academic work
• Discuss ideas/readings from classes with other students and or faculty
• Talk about career plans with faculty or advisor
• Work on projects with groups outside of class
• Join a campus group or club
• Ask faculty and staff for help when needed

VIII. Recruitment and Retention of Diverse Faculty/Staff

A. Review of ESU Recent Efforts Regarding Faculty Recruitment and Retention
A search committee is appointed for each vacant faculty position. The candidates who are chosen to come to campus meet with the search committee, administration, an open campus forum and Human Resources. During the candidates’ visits, they are provided with information about Emporia and are given a brief tour of the community. Students, faculty, and staff who attend any of the candidates’ interviews complete an evaluation form of the
candidate. Employment of university staff is subject to the equal opportunity regulations of the Kansas Civil Service Employment System.

In an effort to use successful, innovative interdisciplinary offerings to help recruit talented, diverse faculty, new interdisciplinary courses have been offered on campus and online. These include offerings from Social Sciences and Sociology and Anthropology, as well as the new course, CW 302, Issues in Ethnic and Gender Studies. A new Bachelor of Applied Science in Sustainability is being developed.

“The current composition of the ESU student body, faculty and staff was recently reviewed as a part of the university’s Strategic Plan, in order to attract diverse faculty and students. Information from the ESU data book shows the ethnic composition percentage of undergraduate minorities increased from 18.9% in 2008 to 22.2% in 2009. For graduate students the percentage in 2008 was 12.4%, which rose to 12.9% in 2009. The data book also shows the ethnic composition percentage of minority faculty in 2008 was 8.9%, which rose to 9.5% in 2009.” (ESU Strategic Plan)

University faculty and staff accomplishments are recognized and celebrated each year at the fall and spring General Assemblies, at the college meetings and at the winter commencement, when the university president gives the Presidential Diversity Award to a faculty member.

A subcommittee is currently appointed to address the recruitment of diverse faculty. Its goal is to produce a pamphlet with ideas for helping departments and search committees improve efforts to recruit diverse faculty accompanied with a training session. This subcommittee has produced a census of faculty by gender and ethnicity, which is located in the appendix of this document. A faculty campus climate survey on diversity will be completed in the spring of 2011.

Across the university, many efforts are made to ensure the recruitment and retention of diverse faculty and staff members.

1. Open faculty/staff positions are advertised in the Chronicle of Higher Education, the Kansas City and local and area newspapers. Many departments distribute information about openings at state and national meetings. ESU also advertises all open positions on HigherEdJobs.com
2. The Minority and Women Doctoral Directory is used as a resource in the advertising process.
3. Departments advertise in discipline-specific job listings.
4. The university uses the National Minority Faculty Recruitment Identification Data Base for faculty searches.
5. A faculty mentor within the department to each new faculty hire. The mentors’ duties include instruction and teaching guidance and assistance, guidance in preparation of retention and review portfolios, assistance with networking with on and off campus organizations relative to the new hire’s professional and personal interests, and general support.
6. New faculty receive a week of in-service sessions before classes begin. These sessions deal with all aspects of university life. The new hires continue to meet periodically throughout the year.
7. Hiring departments often work with other university departments to provide jobs for spouses and partners of female and minority hires.
8. The Tilford Conference on Diversity and Multiculturalism addresses the topic of diverse faculty recruitment and retention. University faculty participate in these presentations and follow-up sessions.

In a survey of department chairs and deans, the following data shows the major reasons why faculty from minority/under-represented groups leave Emporia State University:

<table>
<thead>
<tr>
<th>Why Minority/Under-Represented Faculty Leave ESU</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salary and promotion opportunities</td>
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<tr>
<td>Insufficient progress towards tenure</td>
</tr>
<tr>
<td>Geographic isolation and lack of community resources</td>
</tr>
<tr>
<td>Employment not found for spouse or partner</td>
</tr>
</tbody>
</table>

The following data focuses on successful practices which have led minority and under-represented faculty staying at Emporia State University:

<table>
<thead>
<tr>
<th>Why Minority/Under-Represented Faculty Stay at ESU</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salary enhancement for minority faculty</td>
</tr>
<tr>
<td>Friendly campus: students, faculty, and staff who make the faculty feel welcome and help make community connections</td>
</tr>
<tr>
<td>Faculty mentoring and first year orientation programs</td>
</tr>
<tr>
<td>Atmosphere which fosters collaboration, not competition, with colleagues</td>
</tr>
<tr>
<td>Service opportunities on campus and in the state</td>
</tr>
<tr>
<td>Tenure and promotion achieved</td>
</tr>
<tr>
<td>Employment is found for spouse or partner</td>
</tr>
<tr>
<td>Opportunities to teach on-line courses</td>
</tr>
</tbody>
</table>
APPENDICES
APPENDIX A: RESOURCES IN THE EMPORIA AREA

Emporia Chamber of Commerce  
http://www.emporiakschamber.org/

Emporia Main Street  
http://www.emporiamainstreet.com/

Parks and Zoo  
- Soden’s Grove  
- Peter Pan Park  
- Hammond Park  
- David Traylor Zoo  
- Freemont Park which hosts the Emporia City Summer Band  
- Jones Park  
- Las Casistas Park  
- C of E Park  
- Eastside Memorial Park  
- Dryer Park  
- Lakeview Park

National Parks  
- Tallgrass Prairie National Preserve

Area Lakes  
- Melvern Lake  
- Kahola Lake  
- John Redmond Lake  
- Chase County Lake  
- Reading Lake

Recreation Center  
- Lee Baron Recreation Center

Fitness Centers  
- Genesis Health Club  
- Emporia Fitness Center  
- Lee Baron Recreation Center

Emporia schools  
“One-half of our students are of minority background, a factor that enriches the educational experience for all children. Emporia schools strive to celebrate the diversity of the community.”  
(http://www.usd253.org/home/inside-usd253/information/student-diversity-1.html)

Elementary Schools  
- Logan Avenue  
- Riverside  
- Timmerman
• Village
• Walnut
• William Allen White
• Lowther South Intermediate School
• Lowther North Intermediate School
• Emporia Christian School
• Sacred Heart Catholic School
• Flint Hills Special Education Cooperative

Early Childhood Centers
• Maynard Early Childhood Center

Middle Schools
• Emporia Middle School
• Turning Point Charter School

High Schools
• Emporia High School

Child Care Centers
• Emporia Child Care Incorporated with three locations
• Center for Early Childhood Education on ESU campus
• Camp Alexander Summer Day Camp

Physical/Mental Health Care
• Lyon County Health Department
• Newman Regional Health Center
• Cancer Center
• Physicians and Specialists
• Dentists and Orthodontists
• Hospice
• Mental Health Center of East Central Kansas
• Flint Hills Counseling and Consulting Center
• Community Counseling Services

The Arts
• Emporia Arts Council
• The Granada Theatre which hosts a variety of artists and special events
• Emporia Community Orchestra
• Emporia Community Band which performs in the summer
• Emporia State University music and theatre departments performances
• Norman R. Eppink Art Gallery and Gilson Memorial Gallery at ESU

Museums and Libraries
• Lyon County Historical Society and Museum
• Roniger Memorial Museum
• Emporia Public Library
- White Library on ESU campus
- Johnston Geology Museum at ESU
- Richard H. Schmidt Natural Museum at ESU
- Refer to Campus Treasures in appendix for others

**Farmers Market**
Open from May through October

**Organizations for Adults/Children**
- Optimist Club
- Lions Club
- Sertoma Club
- CASA (to be an advocate)?
- Master Gardeners
- 4-H Clubs
- Girl Scouts
- Boy Scouts
- High School clubs and organizations

**Religious Opportunities**
- Baptist churches
- Apostolic Church
- Assembly of God Church
- Lutheran churches
- Methodist churches
- Presbyterian churches
- Christian Church
- Congregational Church
- Church of God
- Catholic churches
- Centro Cristiano De Emporia
- Iglesia Bautista Central
- Victory Fellowship Church
- Church of Christ
- Church of Jesus Christ of Latter Day Saints
- Nazarene Church
- Episcopal Church
- Friends Church
- Jehovah’s Witnesses
- Pentecostal Church
- Unitarian Universalist Fellowship
- Islamic Center
- Fellowship of Christian Athletes
- Campus Crusade for Christ
- Christian Challenge
Services for persons with disabilities

- Auspician LLC
- Hetlinger Developmental Services
- Katco
- Stepping Stones
- We Care
- Special Olympics
- Vocational Rehabilitation
- SRS

APPENDIX B: SCHOLARSHIPS

Departmental Scholarships
Scholarship eligibility requirements are determined by the individual departments. Questions regarding eligibility should be directed to the appropriate department.

<table>
<thead>
<tr>
<th>Department</th>
<th>Contact Name</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting and Computer Information Systems</td>
<td>Larry Falcetto</td>
<td><a href="mailto:lfalcett@emporia.edu">lfalcett@emporia.edu</a></td>
</tr>
<tr>
<td>Art</td>
<td>Dan Kirchhefer</td>
<td><a href="mailto:dkirchhe@emporia.edu">dkirchhe@emporia.edu</a></td>
</tr>
<tr>
<td>Athletics</td>
<td>Coaches</td>
<td>See Athletic Scholarships</td>
</tr>
<tr>
<td>Biology</td>
<td>Richard Schrock</td>
<td><a href="mailto:jschrock@emporia.edu">jschrock@emporia.edu</a></td>
</tr>
<tr>
<td>Communication</td>
<td>Stephen Catt</td>
<td><a href="mailto:scatt@emporia.edu">scatt@emporia.edu</a></td>
</tr>
<tr>
<td>Special Education and School Counseling</td>
<td>Jean Morrow</td>
<td><a href="mailto:jmorrow@emporia.edu">jmorrow@emporia.edu</a></td>
</tr>
<tr>
<td>Debate</td>
<td>Sam Maurer</td>
<td><a href="mailto:smaurer@emporia.edu">smaurer@emporia.edu</a></td>
</tr>
<tr>
<td>Disability Services</td>
<td>Shanti Ramcharan</td>
<td><a href="mailto:sramchar@emporia.edu">sramchar@emporia.edu</a></td>
</tr>
<tr>
<td>English</td>
<td>Cynthia Patton</td>
<td><a href="mailto:cpatten@emporia.edu">cpatten@emporia.edu</a></td>
</tr>
<tr>
<td>Graduate Studies</td>
<td>Gary Bleeker</td>
<td><a href="mailto:gbleeker@emporia.edu">gbleeker@emporia.edu</a></td>
</tr>
<tr>
<td>International Education</td>
<td>James Harter</td>
<td><a href="mailto:jharter@emporia.edu">jharter@emporia.edu</a></td>
</tr>
<tr>
<td>Mathematics, Computer Sciences and Economics</td>
<td>Larry Scott</td>
<td><a href="mailto:lscott@emporia.edu">lscott@emporia.edu</a></td>
</tr>
<tr>
<td>Music</td>
<td>Allan Comstock</td>
<td><a href="mailto:acomstoc@emporia.edu">acomstoc@emporia.edu</a></td>
</tr>
<tr>
<td>Nursing</td>
<td>Judy Calhoun</td>
<td><a href="mailto:jcalhoun@emporia.edu">jcalhoun@emporia.edu</a></td>
</tr>
<tr>
<td>Physical Sciences</td>
<td>DeWayne Backhus</td>
<td><a href="mailto:dbackhus@emporia.edu">dbackhus@emporia.edu</a></td>
</tr>
<tr>
<td>Psychology, Art Therapy, Rehabilitation, and Mental Health Counseling</td>
<td>Brian Schrader</td>
<td><a href="mailto:bschrade@emporia.edu">bschrade@emporia.edu</a></td>
</tr>
<tr>
<td>School of Business</td>
<td>John Rich</td>
<td><a href="mailto:jrich@emporia.edu">jrich@emporia.edu</a></td>
</tr>
<tr>
<td>School of Library and Information Management</td>
<td>Candace Boardman</td>
<td><a href="mailto:cboardma@emporia.edu">cboardma@emporia.edu</a></td>
</tr>
<tr>
<td>Social Sciences</td>
<td>Ellen Hansen</td>
<td><a href="mailto:ehansen@emporia.edu">ehansen@emporia.edu</a></td>
</tr>
<tr>
<td>Sociology and Anthropology</td>
<td>Nathaniel Terrell</td>
<td><a href="mailto:nterrell@emporia.edu">nterrell@emporia.edu</a></td>
</tr>
<tr>
<td>Theatre</td>
<td>Jim Bartruff</td>
<td><a href="mailto:jbartruf@emporia.edu">jbartruf@emporia.edu</a></td>
</tr>
</tbody>
</table>
Disability Scholarship
Contact for first-time and continuing students is: Disability Services (243 Southeast Morse Hall)
Email: disabser@emporia.edu

Educational Opportunity Fund Grant
Applications for the Educational Opportunity Fund Grant program are available in late November in Financial Aid, 103 Plumb Hall or the Associated Student Government office, 105 Memorial Union. For more information, contact the Financial Aid Office (620-341-5457, 1-800-896-0567; or via e-mail at finaid@emporia.edu.).

Elberta Harris Scholarship
Deadline of November 15. For incoming freshmen and continuing undergraduate students who have graduated from Johnson County, Kansas, high schools and are pursuing teaching degrees. Minimum 3.0 cumulative GPA, application, essay, letters of recommendation, transcript, and application for admission to ESU. Contact the Dean of The Teachers College for more information at (620) 341-5367.

ESU General Scholarships
ESU General Scholarships are supported by ESU Alumni, ESU faculty and staff and friends of ESU. Students who are not eligible for the Hornet Scholarship may apply for these ESU scholarships.

Graduate Students
Qualifying graduate students are eligible for Academic Achievement Assistantships (AAA Awards), Graduate Teaching and Research Assistantships, Kansas Ethnic Minority Graduate Fellowship, and Endowed Funds For Graduate Student Support. Find out more from Graduate Studies.

Hornet Scholarship
The Hornet Scholarship is supported by ESU Alumni, ESU faculty and staff and friends of ESU. Students not eligible for the Hornet Scholarship may apply for ESU General Scholarships.

Jones Foundation Grant
Residents of Coffey, Lyon, or Osage counties in Kansas for 1 year or more may apply for this educational grant. This does not include those moving to these counties for post-secondary educational purposes. Visit the Jones Foundation website or contact their office at 620-342-1714 for more information.

Minority scholarships
These links are provided for information only.
- American Indian College Fund
- Brown vs. Board of Education Foundation
- Ford Foundation Fellowships (pre/post doctoral)
- Gates Millennium Scholars Programs
- Hispanic Scholarship Fund
- United Negro College Fund
Note: Listing of a service in this section does NOT indicate an endorsement of the service or its company. The links are provided as a service to allow current and prospective ESU students access to free scholarship information.

**Shepherd Scholarship**
Deadline of March 1. Must be a continuing undergraduate student with a minimum 60 hours, 3.50 cumulative GPA, two faculty letters of recommendation, sample of best scholarly work, letter of application and transcript. Contact the ESU Honors Program Director, William Clamurro, for more information at (620) 341-5899, or visit the website at www.emporia.edu/honors/shepscho.html.

**State of Kansas Scholarships**
There are a number of scholarship programs through the Kansas Board of Regents. These include:

• Kansas State Scholarship
• Kansas Teacher Service Scholarship
• Kansas Nursing Service Scholarship
• Kansas Ethnic Minority Scholarship
• Kansas Military Scholarship

A number of other programs are also available, including some for graduate students. The Kansas Board of Regents website will provide additional information, including eligibility criteria and application deadlines. Amount of award and criteria vary depending on award. For more information, visit Kansas Board of Regents at www.kansasregents.org or call the ESU Office of Student Financial Aid at (620) 341-5457 or (800) 896-0567.

**Valedictorian/Salutatorian Scholarship**
New freshmen starting at ESU in the fall of 2009, who are named the Class Valedictorian, or are ranked 1 in their class, are eligible for a one-time $500 award. Students who are named Class Salutatorian, or are ranked 2 in their class, are eligible for a one-time $250 award. For more information, please contact the Admissions office by email or by calling 877.468.6378.

**Hispanic Scholarship Fund**
The Hispanic Scholarship Fund applications are available online: https://apply.hsf.net/applications/

General Eligibility Requirements:
Be of Hispanic heritage (most programs)
Have a minimum 3.0 cumulative GPA
Be a U.S. citizen or permanent resident
Have plans to enroll as a FULL-TIME student in the Fall

**Bonner Leader Program**
Community Hornets is expanding to include the Bonner Leader / AmeriCorps Program at Emporia State University. This nationally recognized program rewards students who serve 300 hours in their communities (approximately 10 hours per week during the academic year) with an education award of $1,000 provided by AmeriCorps. For an application or more information contact:

  Blythe Eddy, Director
  Jen Groves, Coordinator
  Bonner Leader Program
  beddy@emporia.edu
John and Carolyn Webb Leadership Scholarship and Dr. James Hirsh Student Involvement Scholarship
Scholarships are available for Students that are Involved around Emporia State University. Scholarship applications are available at the Center for Student Involvement or online at http://www.emporia.edu/csi/lead/awards.html.

Harvard Business School's Summer Venture in Management Program
The Summer Venture in Management Program (SVMP) hosted by Harvard Business School [http://www.hbs.edu/mba/svmp/] is a week of HBS instruction that exposes high-potential college students in the summer between their junior and senior year to the HBS MBA experience and the variety of opportunities a degree in management can afford. This twenty-year HBS tradition demonstrates the many rewards of an MBA degree to students who may not otherwise have considered this path. Participants spend a week on campus living the MBA student experience - attending classes, analyzing case studies, and debating management issues with peers and faculty.

This unique educational experience, in combination with a summer internship at a sponsoring company or organization, gives participants a broader understanding of the challenges business leaders face, the innumerable opportunities that exist in management, and the impact they can have on their community and the world through leadership.

Participants will be selected based on academic achievement, demonstrated leadership, and personal characteristics. Consistent with the objective of promoting educational diversity and opportunity in business leadership, additional criteria to be considered among others, are whether the applicant is:

- The first family member to attend college;
- A member of a group that is currently underrepresented in business schools and corporate America (e.g. African-American, Latino, Native American, Lesbian, Gay, Bisexual, or Transgender);
- From a family with little business education or experience; and/or
- From a school whose graduates do not typically attend a top-tier university (e.g., attends a rural or predominantly minority college, or has attended a community college as part of a four-year degree).

The SVMP Application is now available online. The deadline is normally in May. To apply, and for more information about this program, please visit the SVMP website: http://www.hbs.edu/mba/svmp/.

Endly Memorial Scholarship
H. Merle Endly, whose family has a long history with Emporia State University dating back to early 1900s when ESU was Kansas State Normal School, established this scholarship to honor his sister Virginia Endly. The scholarship will be equal to current undergraduate in-state tuition and fees, the current Resident Hall fee (double room) including the full meal plan, and the current average cost of books for a full-time student in good academic standing. Recipients are
eligible to reapply. The application can be found at: http://www.emporia.edu/finaid/scholarships/index2.htm#Endly.
**The Emma Bowman Foundation**
Based in New York City, NY, recruits minority rising high school seniors and rising college freshman to work in PAID internships at media companies throughout the United States. This is the Foundation's 20th year of helping students build resumes and careers in media/communications. The internships will last throughout the student's undergraduate college years. Qualified students must have at least a 3.0 GPA, plan to attend a 4-year college, and have an interest in media/communications. Students do not have to major in communications. Selected recipients are PAID and receive a matching scholarship each summer to help pay for college expenses. For a more detailed description of the Emma Bowman Foundation and the program, please visit their website at [www.emmabowenfoundation.com](http://www.emmabowenfoundation.com).

**Emporia Women's Chapter Scholarship**
The Emporia Charter Chapter of the American Business Women's Association is currently accepting applications for the Chapter Scholarship. Applicants must be a woman who is a resident of Lyon, Chase, Greenwood, Osage, Morris, or Coffey County. Additional information and applications are available in the Financial Aid Office located in Plumb Hall room 103. The application must be returned to the ABWA usually in April.

**The Bonner and Bonner Mathematics Scholarship**
This is available to Emporia State University students who are Mathematics majors; Mathematics education majors; Secondary education majors with a specialization in mathematics; and Elementary education majors with a specialization in mathematics. The scholarship recipients should be interested in the promotion of harmony and understanding among the various diverse cultures which exist in the City of Emporia, the state of Kansas, and in the United States as exemplified in the lives of Dr. Thomas E. Bonner and Dr. Mary W. Bonner. Other criteria apply. For more information, please contact either Larry Scott in Mathematics, Computer Science and Education (341-5281) or the Office of Multicultural Programs and Services (341-5481).

**McPherson Family Scholarship**
Current full-time undergraduate students pursuing their first bachelor's degree at Emporia State University with a CGPA of 2.75 or higher. Several $2,000 awards will be given. Applications are available in the Financial Aid Office, Plumb Hall room 103. Applications must be completed and returned to the Financial Aid Office usually by mid April. Please send questions regarding this scholarship application to ESUScholarships@emporia.edu

**The Multicultural Affairs Scholarship**
The Multicultural Affairs office is now accepting nominations and applications for the Black Student Union Scholarship ($500 per semester) and Charles Colbert & Toy Caldwell- Colbert scholarship ($300 per semester). Scholarships are for African American students who are demonstrating outstanding academic and leadership achievements. Please submit nominations to: Dr. Barbara Baker, Ed.D., Director of Multicultural Affairs, Memorial Union 1st Floor, Emporia State University Emporia, KS 66801

**William Randolph Hearst Endowed Fellowship for Minority Students**
Website: [http://www.nonprofitresearch.org/](http://www.nonprofitresearch.org/), Award Amount: $5000. Details: The William Randolph Hearst Endowed Fellowship for Minority Students is available to minority
undergraduate and graduate students. You must have a background in the social sciences or humanities and have excellent writing and communication skills to be eligible for this award. Winners of this award will participate in an internship for 10-12 weeks during the summer at a Washington, DC office of the Aspen Institute.

**AIA/Adolph Van Pelt Special Fund for Indian Scholarship**  
Website: [http://www.indian-affairs.org](http://www.indian-affairs.org). Award Amount: $800. Details: The AIA/Adolph Van Pelt Special Fund for Indian Scholarship is available to Native American and Alaskan Native students. An essay and two letters of recommendation are required for this award. The award is based on financial need and academic merit.

**Bell Labs Fellowships for Underrepresented Minorities**  

**Presidential Freedom Scholarships**  
[http://www.nationalservice.org/scholarships/](http://www.nationalservice.org/scholarships/)

The following scholarship information has been taken from ESU’s scholarship page and from the Multicultural Affairs scholarship page. Check the scholarship sites for current deadlines and updated information.

### APPENDIX C: CAMPUS TREASURES

<table>
<thead>
<tr>
<th>Treasure</th>
<th>Summary</th>
<th>Location and Contact Information</th>
</tr>
</thead>
</table>
| National Teachers Hall of Fame | Founded in 1989 with a commitment to bringing attention to outstanding teachers throughout the nation. The NTHF includes a gallery of honored teachers, a Wall of Fame, and gift shop. | Visser Hall 114  
Hours  
Monday-Friday 8 am – 5 pm  
Jenny Harder, Director of Induction & Recognition  
(620) 341-5660 |
| The May Massee Collection | A collection of original illustrations, manuscripts, published books, audio and video tapes, photographs, artists, designers, printers, and typographers creating quality books for children and young adults. | William Allen White Library  
Hours  
Monday-Wednesday & Friday 8 am – 5 pm  
Heather Wade, Archivist  
hwade@emporia.edu  
(620) 341-5034 |
| Heath Recital Hall | Located in Frank A. Beach Music Hall, Heath seats up to 370 and is used for concerts and recitals. | Frank A. Beach Music Hall  
Visit [www.emporia.edu/music](http://www.emporia.edu/music) for information on concert events |
| Wooster Lake and Wooster Bridge | In 1922 a dirt dam was built on the south edge, and a rock and earth dam was built to define the north edge in 1936. The bridge was built in 1928 (renovated in 1999) to carry steam pipes across the lake and to connect Morse Hall with the cafeteria on the east side of the lake. Many ESU couples have | Center of campus |
become engaged on the bridge.

<table>
<thead>
<tr>
<th>Location</th>
<th>Description</th>
<th>Contact</th>
</tr>
</thead>
</table>
| Peterson Planetarium      | Providing quality programming since 1959 for Emporia State University and the greater Emporia/Lyon County community. Programs are presented for to community groups. | Cram Science Hall  
Dr. DeWayne Backhus  
dbackhus@emporia.edu  
http://www.emporia.edu/physsci/planet/planet.htm |
| Albert Taylor Hall        | The largest auditorium seats 1,281 and is used for the Homecoming Musical, lectures, concerts, and other productions. | Plumb Hall first floor  
http://www.emporia.edu/theatre/taylorh.htm |
| Karl Bruder Theatre       | The primary production home for the University Theatre with a seating capacity of 402.           | King Hall first floor  
http://www.emporia.edu/theatre/bruder.htm |
| Ronald Q. Frederickson Theatre | The second production venue for University Theatre with a seating capacity of 100 to 125.          | Roosevelt Hall first floor  
http://www.emporia.edu/theatre/freder.htm |
| Norman R. Eppink Art Gallery  | The Eppink Art Gallery is where faculty, students, and guest artists display their art throughout the year. | 11 King Hall  
Hours (closed during summer)  
Monday-Friday 9 am – 4 pm  
http://www.emporia.edu/art/news/gallery/ |
| The Schmidt Museum of Natural History  | The museum contains a collection of 600 taxidermy mounts of birds, mammals, reptiles, fish, and a research collection of more than 2,500 bird and mammal skins from various parts of the U.S. maintained for advanced study and research. | Breukelman Science Hall Room 43  
Hours (during university sessions only)  
Monday-Friday 8 am – 5 pm  
Admission  
Free (donations appreciated)  
Dr. Bill Jensen, Director  
wjensen1@emporia.edu |
| Johnston Geology Museum   | The museum displays geological specimens predominantly from the Kansas area, including the famous Hamilton Quarry Fossil Assemblage, the Tri-State Mining Display, petrified tree stumps, and the Hawkins and Calkins Indian Artifact Collections. | Cram Science Hall  
Hours (during university sessions only)  
Monday-Friday 8 am – 10 pm  
Saturday 8 am – 12 pm  
Dr. Michael Morales, Director  
moralesm@emporia.edu |
<p>| ESU Athletics             | Athletics compete NCAA Division II Mid-America Intercollegiate Athletic Association.            | Visit ESU’s athletics webpage for more information on news, upcoming games, events, and more at <a href="http://www.emporia.edu/athletics">www.emporia.edu/athletics</a> |
| ESU’s Memorial Union      | The first student union established west of the Mississippi River is a three-level structure devoted to conference, dining, meeting, recreational, and lounge facilities. | Center of Campus |
| Veterans Hall of Honor    | A student Veteran memorial built to honor all casualties and the service of ESU students and alumni in each conflict since 1865 through Desert | Memorial Union |</p>
<table>
<thead>
<tr>
<th><strong>Skyline Dining Room in the Memorial Union</strong></th>
<th>Overlooks Lake Wooster and is a buffet style restaurant. This is a traditional gathering spot for University faculty and staff and guests and community members.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Memorial Union Book Store</strong></td>
<td>The book store sells books, art supplies, software, magazines, souvenirs, clothing, and more. United Parcel Service (UPS) is also available.</td>
</tr>
<tr>
<td><strong>ESU’s Natural Areas</strong></td>
<td>Five-hundred acres of natural areas owned and managed by ESU. Includes seven Biological Natural Areas and one Geological Natural Area.</td>
</tr>
<tr>
<td><strong>One-Room Rural School</strong></td>
<td>The 95-year-old classic, cut stone one-room rural school house is typical of those that filled Kansas at the turn of the century. Its collection of early school furnishings, books, and equipment preserves the heritage of Kansas.</td>
</tr>
<tr>
<td><strong>University Archives and Special Collections</strong></td>
<td>Collection of official and unofficial public records on administrative, legal, fiscal, and historical value to the university, personal and professional papers of faculty, staff, and alumni.</td>
</tr>
<tr>
<td><strong>William Allen White Children’s Book Award</strong></td>
<td>The first readers-choice youth literature award in the nation with a number of programs from other states modeling it.</td>
</tr>
<tr>
<td><strong>Phipps Memorial Garden/ Sunken Gardens</strong></td>
<td>Preserved by President Phipps. It was originally the foundation of the Old Administration building. A pool was constructed at the center of the gardens in 1935 to keep water lilies and goldfish in. The lighted fountain was constructed in 1936 as memorial to honor the classes who graduated in 1930, 1934, and 1935. In 1939, 640 hybrid tea roses were planted in the gardens.</td>
</tr>
<tr>
<td><strong>The Freedom Tree</strong></td>
<td>Dedicated to those who served in the military in Southeast Asia by the Phi Delta Theta fraternity and the community.</td>
</tr>
</tbody>
</table>

**Memorial Union Hours**
Monday - Friday 11:30 am - 1:30 pm
(Hours vary between the summer and fall semesters.)

**Memorial Union, First Floor Hours**
Monday-Friday, 9 am- 5 pm
Saturday, 10 am- 2 pm
(620) 341-5214 or (620) 341-6444

**ESU’s Natural Areas**
www.emporia.edu/naturalareas/overview.htm
Dr. Bill Jensen
wjensen1@emporia.edu
(620) 341-5339

**One-Room Rural School**
North end of campus
Dr. Scott Waters
swaters@emporia.edu
(620) 341-5764

**University Archives and Special Collections**
www.emporia.edu/libsv/archives/index.htm
Heather Wade, Archivist
hwade@emporia.edu
(620) 341-5034

**William Allen White Children’s Book Award**
Visit http://waw.emporia.edu/ for the latest news on the William Allen White Children’s Book Awards

**Phipps Memorial Garden/ Sunken Gardens**
Front Center of Campus

**The Freedom Tree**
Located South of William Allen White Library
<table>
<thead>
<tr>
<th><strong>The Hippocrates Tree</strong></th>
<th>Given to the University in 1983 by the people of the Island of Kos through John B. Sarracino, M.D., who received his BSE in 1930.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>David L. Scotty MacFarland Memorial</strong></td>
<td>Dedicated on April 26, 1966. The tree is a scotch pine which was planted during Presidents Scott’s administration, 1945-1953.</td>
</tr>
<tr>
<td><strong>12 Oak Trees</strong></td>
<td>Dedicated in 1920 to the memory of football star Mike Rostetter, who was killed in France during World War 1. Northeast of the Old Gymnasium</td>
</tr>
<tr>
<td><strong>The “Pratt Elms”</strong></td>
<td>Dedicated to the memory of McKinley Pratt who was another Kansas State Teachers College student who was killed in France in the first World War. He was one of the best baseball players in the history of the Kansas State Teachers College. The Row of Elms North of the Old Gymnasium</td>
</tr>
<tr>
<td><strong>The Taylor Elm</strong></td>
<td>Planted on Arbor Day in 1893 and dedicated to President Taylor. East of William Allen White Library</td>
</tr>
<tr>
<td><strong>The Trio Sculpture</strong></td>
<td>Dedicated to the students served by Emporia State University's Trio programs in 1990. 3 Trees Located Southeast of Plum Hall</td>
</tr>
</tbody>
</table>
APPENDIX D: NCATE Unit Standards

Conceptual Framework

The conceptual framework establishes the shared vision for a unit’s efforts in preparing educators to work effectively in P–12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. The conceptual framework is knowledge based, articulated, shared, coherent, consistent with the unit and institutional mission, and continuously evaluated.

Standard 1: Candidate Knowledge, Skills, and Professional Dispositions
Candidates preparing to work in schools as teachers or other school professionals know and demonstrate the content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

Standard 2: Assessment System and Unit Evaluation
The unit has an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the performance of candidates, the unit, and its programs.

Standard 3: Field Experiences and Clinical Practice
The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school professionals develop and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn.

Standard 4: Diversity
The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education and P–12 school faculty, candidates, and students in P–12 schools.

Standard 5: Faculty Qualifications, Performance, and Development
Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance. They also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

Standard 6: Unit Governance and Resources
The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.