

THE CURRENT MINORITY STUDENT AFFAIRS OFFICE

In Independent Study on Minority Student Affairs Offices

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Abstract

Since the 60's, support services for students of color has grown in the Higher Education arena and has given way to not only support for students, but career advisement, programming, mentoring, scholarships and a career for many professionals of color. This is an Independent Study looking into a variety of Public and Private Institutions and assessing a number of mediums (budget, size, programming initiatives, professional and support staff) that compare Minority Student Affairs offices at various institutions today. Trends, shifts and successes are explored in detailed by Minority Student Affairs Administrators.

Introduction

From speaking with a number of administrators about Minority Student Affairs offices, their existence dates back to the late 60's, early 70's. With the era of Civil Rights came a higher enrollment of underrepresented students with a desire for a place considered home on campuses other than Historically Black Colleges and Universities. During the turbulent 1960's, minority students walked onto campus as just that—the minority (Patton, 2006). For many predominately white institutions, also known as PWIs, the 60's was a time of change in which they recruited minorities for the first time (Williams, et al, 1998). According to A.W. Pounds, the lack of institutional support services and the insensitive attitudes of white faculty, staff and students were significant factors that gave rise to African American students' concerns and to campus demonstrations (Sutton, 1998). Consequentially, students realized that they were “in these universities but not of these universities,” creating a revolving door which led students to leave the institutions soon after they entered (Williams, et al).

As the underrepresented student populations at PWIs continued to increase each year, the student body becomes more culturally and ethnically diverse (Sutton, 1998). The increased enrollment or lack there of, prompted Student Affairs professionals to create a culturally sensitive and welcoming environment for the entire student body, especially the underrepresented students. Many, though not all, institutions today have realized the value of these offices to minority students' success and have created them to provide specialized programs and services for those students (Robinson, et. al,1996; Sutton, 1998). Minority Student Affairs offices have blossomed at a number of institutions over the last 30 years, once serving as a formal liaison between the African American student population and the university administration (Sutton, 1998). According to Carter and Wilson, Asian enrollment increased by 15.5 percent between 1988 and 1993, while Native American enrollment increased by 26.6 percent between 1986 and 1993 (Sutton, 1998). The increase in ethnic populations has not only changed the campus demographics but expanded the focus of those minority student affairs offices. A recent study by Moyer noted that the offices expanded to support other campus sub cultures such as gay, lesbian, bisexual and transgender, also known as GLBT, and international students (Sutton, 1998). The change in focus to be inclusive of the evolving student demographics and growing sub cultures led Minority Student Affairs administrators a desire for clearly identifying the specific populations to be served. The broad scope of constituents under the supervision of these offices then led to a gradual name change of the offices from Minority (Student) Affairs to Multicultural Affairs, which eliminated the ambiguity surrounding the clientele to be served (Sutton, 1998). With this change, Minority Student Affairs administrator respondents of a survey agreed that if there were to be more, broader services offered from their offices, adequate staff support and

compensation should follow (Sutton, 1998). Nonetheless, the issues of cultural awareness, creating a climate sensitive to diversity, managing budget constraints, maintaining retention and improving graduation rates are still some of the issues of concern for these offices today (Palmer & Shuford, 2004).

Purpose

The purpose of the study was 3 fold:

- Collect data to provide Minority Affairs Administrators national statistics about trends, shifts increasing inclusiveness, demographics and office functions which affect this specialized office;
- Present Minority Affairs Administrators with information to assist them in providing programming, support and diverse services to their students; and
- Understand the changing roles of Minority Affairs offices within Higher Educational institutions.

I feel that this study is important because it will allow administrators to view past data and research completed on the Office of Minority Student Affairs at various institutions and compare previous knowledge with new statistics during the changing times of the Millennium. This information can be used to allow administrators to complete their own analysis of what their fellow offices and counterparts are doing, or facing, in the field. Administrators can compare their institutions resources to the data shared and see how best they can advocate for more resources or extend their programs, should they choose to do so.

Methodology

In the late 1990's, Mr. Kevin Carreathers, currently Salisbury University's Director of the Office of Diversity, began collecting information about Minority Affairs offices from around the United States. He started this project by compiling data from Division I schools on various resources and quantitative statistics regarding office functions, programs, student demographics and executive officer information about their departments, all anonymous in nature, as a way to assist Administrators in starting and continuing support programs to assist their underrepresented students. His research began as a means to assist his colleagues in finding ways to intentionally engage and retain their minority students during that time with concrete data on what other professionals were implementing nationally. From the survey, we can note the following highlights:

- 55% used "multicultural" in the office name
- 41% offices report to the Vice President for Student Affairs
- 65% used title "Director"
- 61% earn \$50,000+
- 57% have a Master's degree
- 33% have a Doctorate degree
- 24% of offices have been in existence 11-14 years

- 25% have been in existence 21+ years

The survey has only been completed twice since 2001.

During the Fall of 2006, the survey was redesigned by Johnika Nixon, a Residential Life Graduate Assistant, and Dameon Gibbs, an Office of Diversity Graduate Assistant, collaboratively. The initial 14 question survey was emailed to over 50 random Minority Affairs administrators, using contact information found from the following website <http://www.collegboard.com>. We informed a number of administrators about our proposed project and sought feedback in regards to the types of information that they'd like to see gathered from a national survey on Minority Student Affairs Offices. From those 50 administrators, we received about 4 replies, which assisted us in expanding our survey from 14 questions to 29. The 4 responses gave us an introductory view about the changing dynamics of Minority Student Affairs offices at institutions across the nation. From those suggestions, we re-defined, expanded, or added options in regards to the following questions:

- Division Classification,
- Composition of student body to include Caucasian rather than Anglo,
- Office location,
- Average salary of full time support staff,
- Expansion of student organizations that report to the office to include Black and other minority Greek Letter organizations;
- Expansion of programming activities the office is responsible for to include Asian and American Indian Heritage Months, Kwanzaa Celebrations, Leadership Summits, PRIDE Week, and Cesar Chavez Celebrations;
- Information in regards to a second administrator in command (title, average salary, education, experience in higher education and minority student affairs); and
- Brief response questions in regards to trends, shifts to be more inclusive, successes of the office and opportunities for improvement.

After we re-designed the survey, we worked with the Web Communications Manager at Salisbury University to develop our survey into an electronic based questionnaire to share with a broader audience via the Office of Diversity website: <http://www.salisbury.edu/diversity/survey/>. Once the survey was uploaded onto the website, we composed an invitational letter in which we mailed out to 300 randomly chosen colleges and universities, excluding HBCUs, using addresses from the College Board website requesting attention to Minority Affairs Officers and Administrators to assist us in this national survey (see APPENDIX I).

The previous survey was expanded from 14 questions to 29 questions. The focus of the survey was geared to grasp the changing dynamics of Minority Affairs offices at various institutions, ranging from a host of Division I, II and III colleges and universities throughout the United States. We felt there was much to be gained from researching and compiling data on a broad range of institutions versus focusing on one particular division.

The 29-question survey asked Minority Student Services Administrators information in regards to their institution, office, student population, services, budget, salary, student populations, and office trends. The online survey was open from December 11, 2006 to February 28, 2007. The survey was estimated to take approximately 30 minutes, varying the time for administrators who

knew their institutional and departmental information on hand or needing to take a moment to reflect on either of the four (4) brief response questions. Two reminder notices were sent to administrators via email, one in January and one in February.

The questions asked included information on the following:
To view the survey and all questions, please see APPENDIX II.

Institutional Demographics

Institutional Demographics offers the ability to break the information down for comparison while keeping the institution anonymous by name. In this section, we asked 5 questions, 4 were closed-ended while 1 was open-ended. Because the numbers varied greatly, I chose not to include an analysis of the quantitative data from the question regarding student composition. For a list of questions asked in this section, please see Appendix II.

Schools differ greatly from Public to Private in regards to allocated resources, funding, support, and a host of other characteristics. Administrators can better denote and compare information when it's dissected into categories to see where they place within a particular category. Use of classification was also another helpful comparison for us, the researchers, to look at the information and best provide it to the audience. Classification by division is not to be seen as better versus worse institution rather it is another identification marker, which allows an institution to see where it stands in regards to the information being assessed. Student composition relates to the size of the school enrollment. There were 6 categories for participants to choose from, ranging from less than 2,000 to 30,000 or more enrolled students. Under results, especially for the brief answer responses the classifications posed as helpful markers for assessment.

Office Information

Collection of Office Information is essential to analyzing Sutton's mention of the name change dynamics of Minority Affairs offices. The title offered the ability to see what the offices are identified as. Location and who the office reports to allowed for the comparison in the office's connection to other Student Affairs offices and its administrative structure. Budget, soft money and professional staff information were extra markers for comparison between universities. All of the questions, except Percentage of Soft Money, Number of Full-time Professionals and Number of Full-time support staff, were closed-ended offering multiple suggestive options and ranges, including Other. For a list of questions asked in this section, please see Appendix II.

Services Provided

Seeking information on services provided were one of the main reasons for conducting this survey. Primary closed-ended in nature offering suggestive options again, including other, these questions sought to find out the years of the offices' existence, major functions of the office, reporting student organizations to the office and the programming activities of the office. For a list of questions asked in this section, please see Appendix II.

Administrative Details

Information regarding administrative details required only open-ended questions in regards to the Office Administrator Title and Second Administrator in Command Title. Other questions in regards to salary, degree, and years of experience of both Administrators were more quantitative in nature. As offices continue to grow and expand with the increased enrollment of underrepresented students, staffing information can be essential in regards to effectiveness of offices. Comparing and contrasting institutions who have larger enrollments and budgets can pose beneficial to institutions whose enrollments are increasing and they are seeking additional resources to maintain consistency with fellow offices. For a list of questions asked and options suggested in this section, please see Appendix II.

Institutional Trends

Questions regarding student trends and inclusive shifts were primary driven by administrative responses from the preliminary questionnaire sent out prior to the re-design of the survey. Administrators seemed just as much, if not more interested in the qualitative information to be gathered from other offices nationwide than the quantitative information. From these questions we sought to identify trends on particular campuses in regards to whatever the administrator deemed valid to them. We offered no examples to assist them in answering these or other questions in this section. After reading various research, I noticed a consistent theme regarding a shift from Minority Student Affairs to Multicultural Student Affairs and I wondering how recent that shift had been in relation to changing university demographics and its effects. Another question sought to find out what the offices felt had contributed to their success, if any and what areas were still needed for improvement to be more successfully. The final question sought feedback on the methodology of this survey. For a list of questions asked in this section, please see Appendix II.

Results

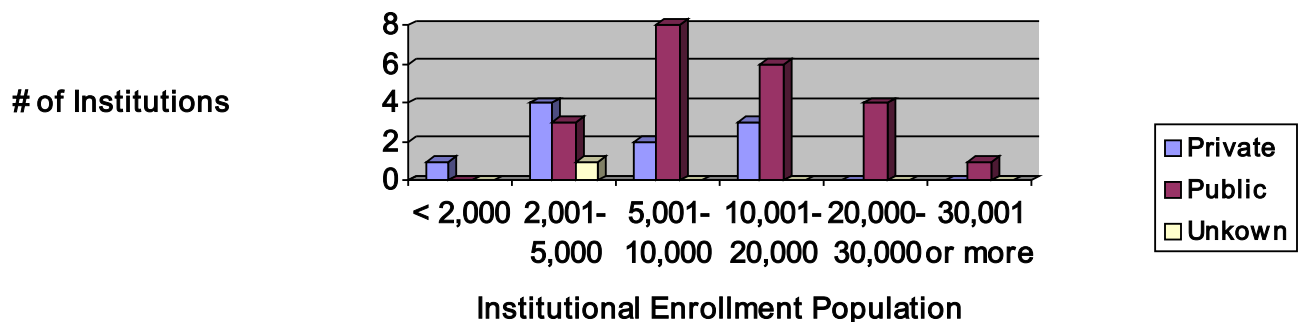
**FIGURE 1: Institutional Demographics
Institutional Classification vs. Divisional Classification**

	Division I	Division II	Division III	Unknown
Private	4	1	2	3
Public	9	6	6	1
Unknown	1	0	0	0
Total	14	7	8	4

Total Participating Institutions with a Minority Student Affairs Office: 33

A total of 39 administrators out of 300 responded to our survey however only 33 of those who responded had a Minority Student Affairs Office, giving us a response rate of 11%. 33

FIGURE 2: Institutional Demographics



responders answered “**Yes**,” they have an Office of Minority Student Affairs, while 6 answered “**No**,” they didn’t have an Office of Minority Student Affairs. Those who responded “No,” only submitting answers to the initial questions pertaining to institutional demographics. For the remainder of this study we are focusing on Offices which responded to having a Minority Affairs Offices. Of the responses received, 22 were from public institutions, 10 from private and 1 was marked unknown (*see Figure 1*). 14 institutions checked their division classification at Division I, 7 as Division II, 8 as Division III, and 4 did not respond to the question of division classification, which possibly meant their institution ranks between more than one NCAA athletic division by sport. The majority of the schools who participated ranged in institutional size, the median ranged between 5,001 - 20,000 in enrollment (*see Figure 2*).

The offices were primarily located in the Student Union. Some Minority Student Affairs offices were located in other locations, such as a Cultural Center, Office of Student Affairs, inside an administrative building near other Student Affairs departments or other offices, or classroom facility. An interesting discovery about the information gathered from the survey in my opinion was related to the official title of the office, in which there were many variations (*see Figure 3*). Of the titles given, 21 contained the word “multicultural,” 5 contained the word “diversity,” 3 contained the word, “minority,” 3 contained the word “international,” and 1 each contained either “intercultural,” “cultural,” “ALANA,” African American” or “Native American.”

FIGURE 3: Selected List of Minority Affairs Office Titles

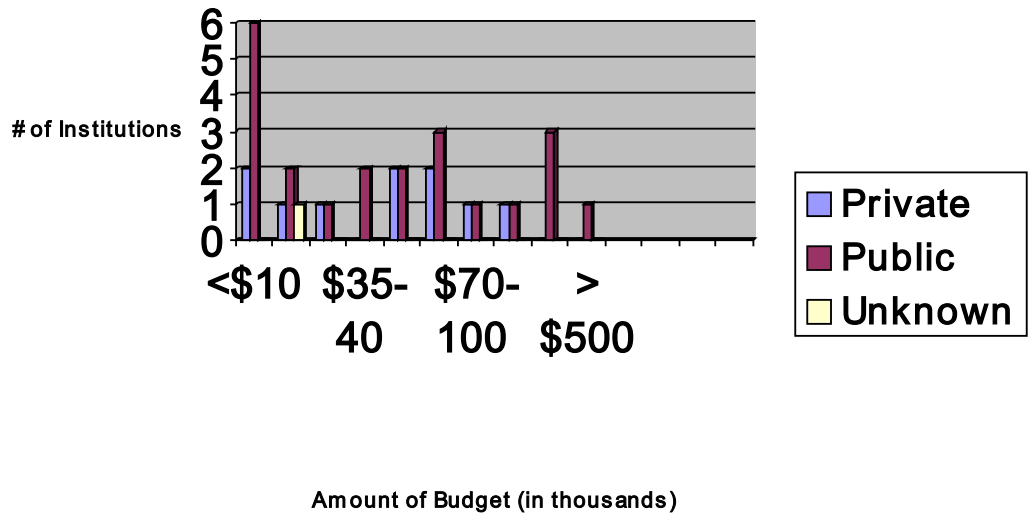
Multicultural & International Student Affairs
 Multicultural Student Services
 Minority Student Retention Services
 Diversity Resource Center
 Multicultural Programs and Services
 Office of Multicultural Affairs
 Office of Minority Student Affairs
 Student Equity, Excellence and Diversity
 Office of Intercultural Development
 Office of Student Diversity
 The Legacy Mentoring & Retention Program
 Native American Cultural Center and Multicultural Center
 Diversity Education Center
 African American Student Affairs
 Office of Diversity and Multicultural Affairs
 ALANA Services
 Institute of International and Culture Studies
 Multicultural Center

As mentioned before, in response to the increase in scope of services provided, researchers and administrators recognized in 1998 that there would be a shift in office title from minority affairs to multicultural affairs (Sutton, 1998). The above data from Figure 3 is evidence of that as a significant number of Minority Student Affairs offices are indeed titled some variation the Office of Multicultural Student Affairs. 21 offices responded that they report to the Office of the Vice President for Student Affairs, while others listed included the Office of the Dean of Students (5), Office of the President (2) and the Office of Student Activities (3). 2 responded “Other,” citing

they report to the Assistant to the President for Quality Assurance and another to the Academic Dean.

In regards to the total budget of the office, the numbers truly varied. 9 administrators reported their budget was Under \$10,000, 5 responded there budget was \$50,000 – 70,000, 4 others

FIGURE 4: Office Budget



responded their budget was \$40,000 – 50,000 and 3 responded their budget was \$10,001 – 25,000 and Other responses were between \$25,001 – Above \$500,000 (see Figure 4). The median budget for Private institutions was approximately \$40,500 while the median budget for Public institutions was approximately \$71,500, given the vast differences among participating institutions. In relation to soft money or grants, only 9 responded to receiving grants, which varied from 1 % to 100% (see Figure 5). Interestingly enough, only one institution, a private university, is being completely funded by soft money (i.e. grants), while 3 out of the 9 institutions who stated they receive soft money, attain grants which contribute to 50% or more of their offices’ total budget.

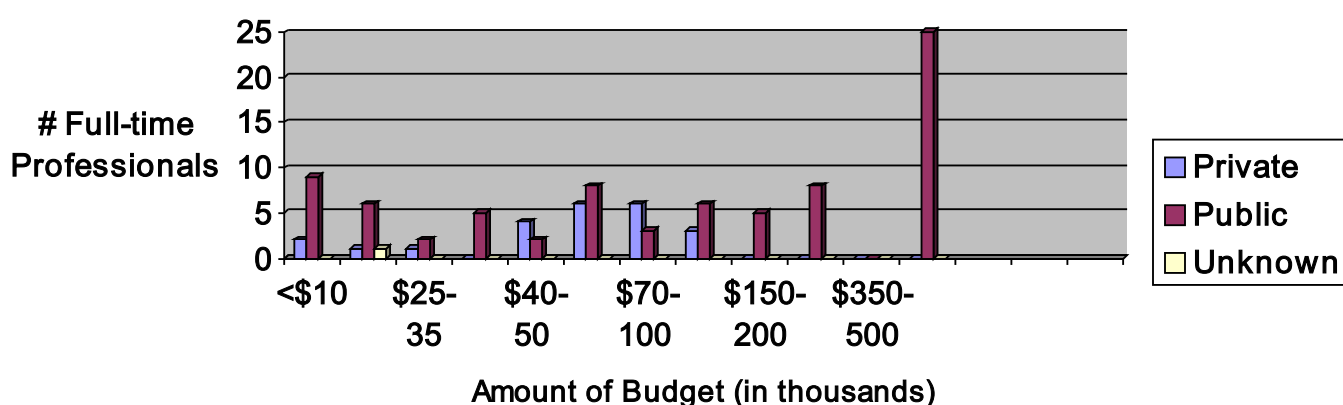
FIGURE 5
Office Budget:
Total Budget vs. Percentage of Office Budget in Soft Money (Grants)

Institutional Classification	Total Office Budget	Percent of Soft Money
Public	Under \$10,000	Less than 10%
Public	Under \$10,000	5%

Private	Under \$10,000	100%
Public	\$25,001-35,000	5%
Public	\$50,001-70,000	45%
Private	\$70,001-100,000	25%
Private	\$100,001-150,000	10%
Public	\$250,001-300,000	50%
Public	Above \$500,000	50%

In relation to staff and other support for these offices, the number of full time professional staff

FIGURE 6: FT Professional Staff Demographics



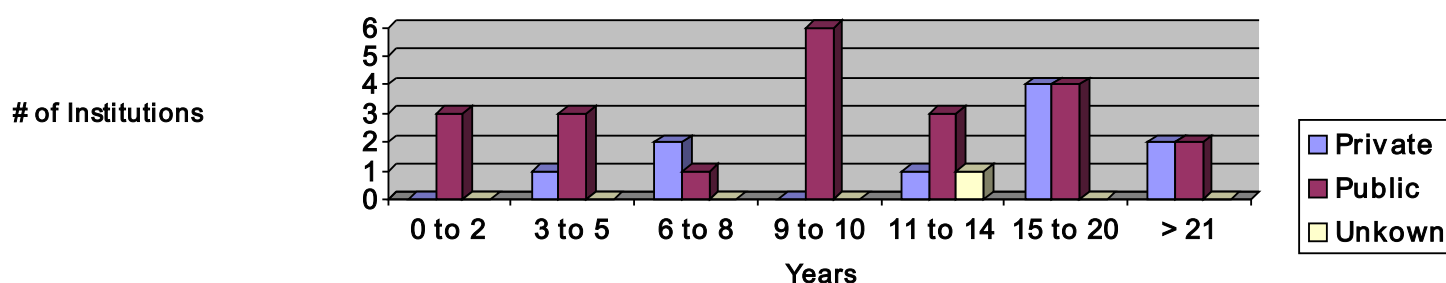
personnel ranged from 1 professional to 25 professionals. 12 institutions reported having only 1 full-time professional, 11 reported have 2 full-time professionals, 8 reported having 3 full-time professionals and 1 reported having 25 full-time professionals. For those institutions with one full-time professional personnel, their budgets ranged from Under \$10,000 - 40,000. For institutions with 4 or more full time professionals their budgets ranged from \$10,000 – Above \$500,000 (*see Figure 6*). For the two institutions whose MSA offices responded having 8 and 25 full-time professional personnel, their budgets were \$250,000 - 350,000 and above \$500,000, respectively. For the 2 offices with 6 full-time professional personnel, their budgets were \$70,001 - \$150,000. For the 8 offices that responded with 3 full-time professional personnel, their budgets were \$35,001 - \$150,000. For the 9 offices with 2 full-time professional personnel, their budgets ranged between Under \$10,000 -150,000.

The number of full-time staff support, which includes secretaries, the numbers ranged from 0 to 5. 6 MSA offices reported having no full-time staff supports. 22 reported having 1 full-time staff support person. Their office budgets ranged between under \$10,000 -150,000. 2 reported having 2 full-time staff supports, their budgets were reported as under \$10,000 and \$50,000 -70,000, respectively. Another 2 reported having 3 full time staff supports, their budgets ranged between \$70,000 – 100,000 and \$200,000 - \$350,000, respectively. Only 1 administrator reported having 5 full-time staff support, this is also the institution whose budget is above \$500,000. Salaries are an interesting topic to discuss. For the full-time support personnel, their salaries ranged pretty evenly between the given ranges \$10,000 to more than \$40,000. Only 1

full-time support personnel was cited to earn more than \$40,000 a year, while the median salary was about \$30,000 with the majority of full-time support staff earning between \$20,001 to 35,000.

The number of years the offices' have been in existence correlate with personal communications

FIGURE 7: Years in Existence



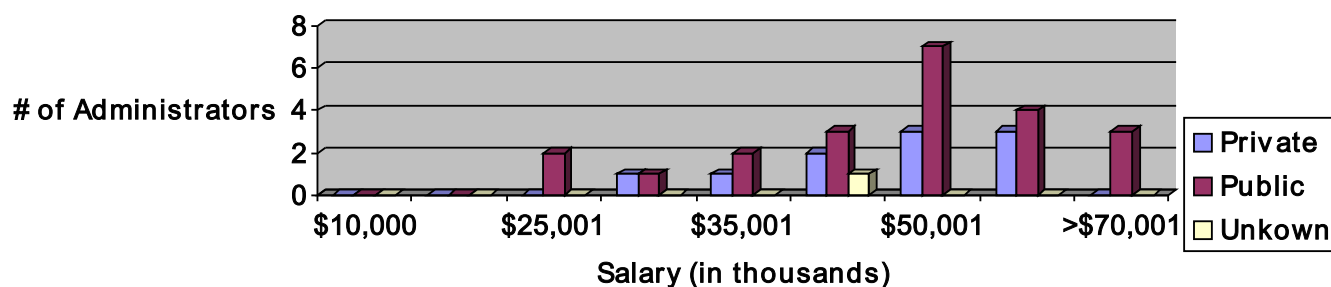
I have had with administrators in the field, dating back to the late 70's, early 80's. A majority of the responses to this question report that their office is between 0 to more than 21 years old. 4 responded that their office is more than 21 years old, while 8 responded that their office is between 15-20 years old. Other responses were 0-2 years old (3), 3-5 years old (4), 6-8 years old (3), 9-10 years old (7) and 11-14 years old (3) (*see Figure 7*).

**FIGURE 8:
Degree Attainment by the Office Administrator**

	HS Diploma	Bachelor's	Master's	Ph.D
Private	0	3	8	1
Public	0	1	15	4
Unknown	0	0	1	0

Looking at the salaries and years of experience of the office administrators was very interesting. The median salary for the executive office administrator was approximately \$55,000, with 25 administrators earning between \$40,001 - 70,000. The highest level of degree earned by the office administrator was usually a Master's with 24 respondents, with those earning salaries between \$25,000 to more than \$70,000. 5 have obtained a Doctorate or J.D., earning salaries from \$35,000 – more than \$70,000. 3 respondents are current doctoral candidates. 4 administrators have only a Bachelor's, earning between \$25,000 – 40,000. Their years of higher

FIGURE 9: Annual Salary of Office Administrator



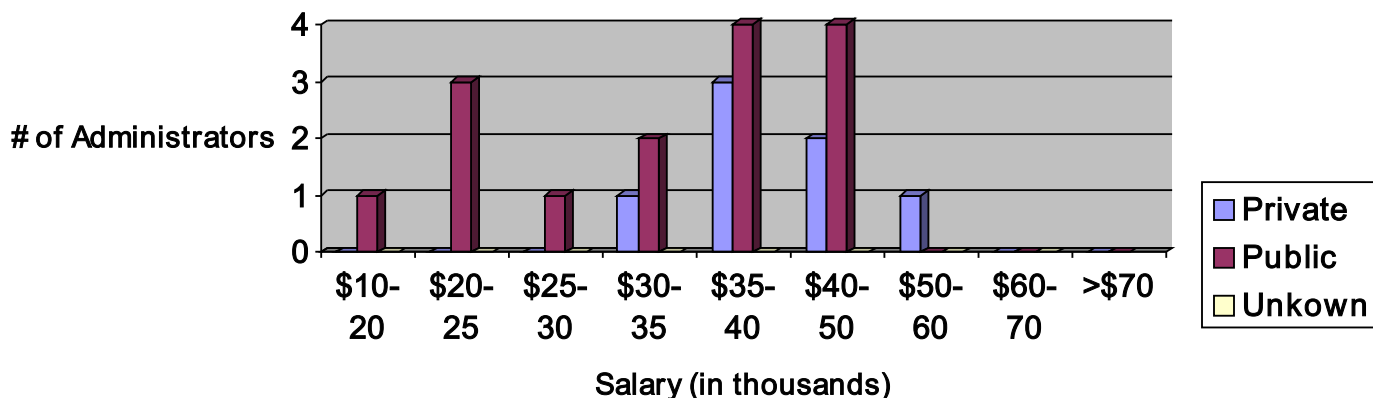
education and minority affairs experience varied as well. No administrators who participated in this survey have obtained more than a Master’s at the Public, Division III level while 3 out of 10 administrators at the Public, Division I level have obtained a Doctorate and one additional person is a doctoral candidate. The median number of experience for both areas of higher education and minority education for the executive office administrator is 10 years. For higher education experience, 8 office administrators had 20 or more years, while 7 had 6-8 years and 6 had 15-19 years. 3 office administrators who reported having only a Bachelor’s have between 0-2 years of higher education experience. For minority affairs experience, 8 had 3-5 years, while 20 had between 6-19 years, and 4 had 20 or more years. More than once, administrators have considerably less experience in minority affairs, than higher education, as could be expected. The titles for the executive officers varied though most if not all were Director of their office. 6 were Assistant or Associate Director, 1 was a Dean of Students, 2 were Program Coordinator, 1 was an Office Manager, and 1 was the Vice President.

In regards to the next administrator in command, 22 responded as having individuals in this position. Their titles ranged from Associate/Assistant Director (16), to Coordinator (3), to Administrative Assistant (3). Their salary ranged from \$10,000 to 60,000, with the median being approximately \$40,000. Their median years of higher education experience was 8 years, with 7 having 0-2, 7 having 3-5, 2 having 6-8 and another 2 having 9-10 years. Their median years of minority affairs experience was approximately 6 years, with 9 having 0-2, 7 having 3-5, 3 having 6-8 and another 3 having 9-10 years. Again, there is a considerable difference in the amount of minority affairs experience for the next administrator in command, than higher education experience.

**FIGURE 10:
Degree Attainment by the Next Administrator in Command**

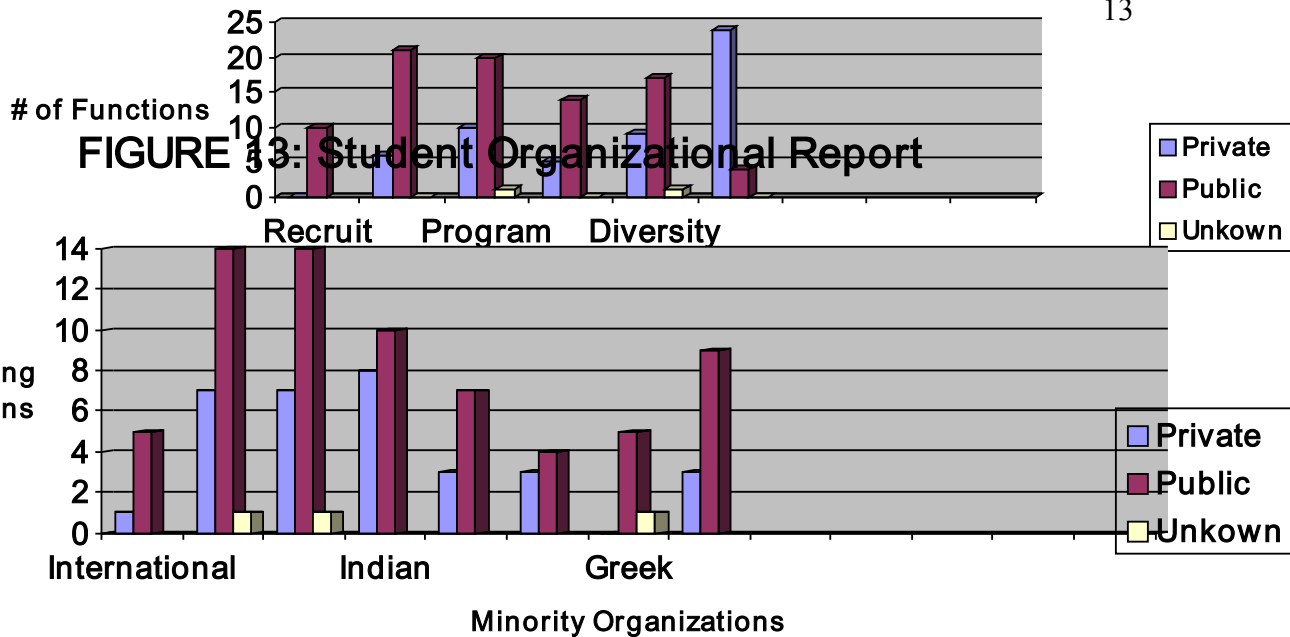
	HS Diploma	Bachelor’s	Master’s	Ph.D
Private	0	2	4	1
Public	1	1	11	2
Unknown	0	0	0	0

FIGURE 11: Annual Salary of Next Administrator in Command



The highest degree attained by the next administrator in command was a Doctorate or J.D. (3), with 15 respondents citing their second in command received a Masters, 3 received a Bachelors and 1 has a High School Diploma and is working on a Bachelors (*see Figure 10*).

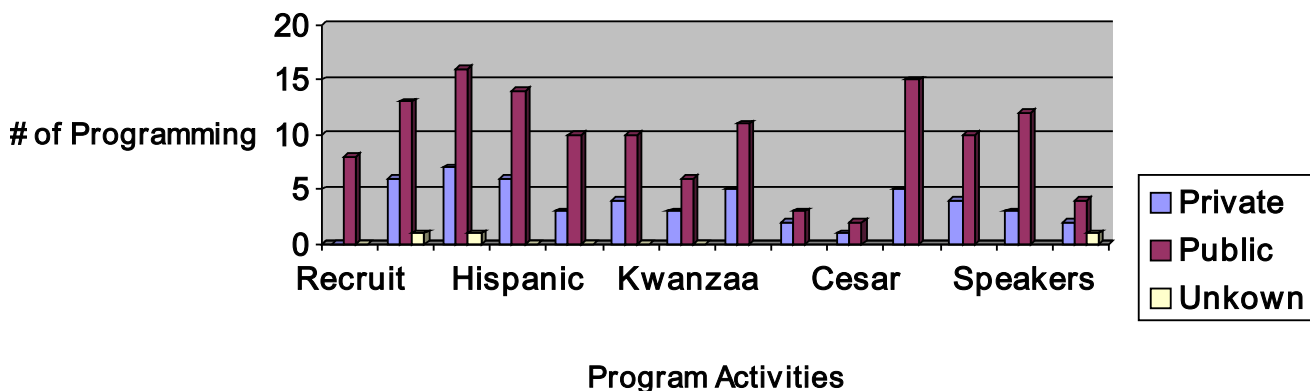
Palmer and Shuford list the mission of a minority/multicultural affairs office as three fold in such they should provide support, provide a multicultural education for all students and promote systematic change that fosters a multicultural perspective across the campus (p. 225). In completing a survey of this caliber, my number one goal was to compare the major functions of these offices, including programmatic activities and which student organizations report to them. In regards to major functions, we categorized this as functions of the administrators and offices which happen more than 20% of the time. The results were these offices focus on programming of some sort (30), minority retention/orientation (27), diversity education (26), leadership development (19), and minority recruitment (10). Interestingly enough, of the 10 Private institutions which participated in this survey, absolutely none of their functions at least 20% of the time included recruitment (*see Figure 12*). Public institutions overall focused on the recruiting, retention, programming, leadership development and diversity education almost double the time that private institutions focused on the tasks. The majority of the Private institutions cited “Other” within this category, stating they have assisted in multicultural curriculum development with faculty, diversity training outside of the university, advising student organizations, coordinate disability access, scholarship administration, sit on various committees, particularly sub-cultural advocacy and participate in research initiatives.



In regard to the student organizations, which report to the Minority Affairs offices the Black Student Association and Hispanic Student Association both ranked the highest with 22 responses. The Asian Student Association was cited 18 times, American Indian Student Association was cited 10 times, the Gay, Lesbian, Bi-Sexual Student Association was cited 7 times, as well as the International Student Association and Black and other Minority Greeks were cited 6 times (*see Figure 13*). 13 respondents cited “Other” within this category, noting the following student organizations are under their realm: Polynesian Club, Irish Club, Caribbean Student Association, African Student Union, South Asian American Organization, Organization of Student Leaders, Religious Affairs, and ALANA. Of the Private institutions which responded to this survey, none had any Black or other Minority Greeks report to them.

With the rise of Minority Student Services, came an influx of cultural programs designed to address the educational needs of both the minority and majority students (Palmer and Shuford, 1995). From the survey, the most popular programmatic activities were Black History Month (24), Hispanic Heritage Month (20), Orientation Programming (20), Martin Luther King, Jr. Celebration (20), Multicultural Leadership Conferences/Summits (16), Speaker Series (15), Campus Unity Event (15), Asian/Pacific Islander Heritage Month (14), American Indian

FIGURE 15: Office Programming Functions



Heritage Month (13), Kwanzaa Celebration (9), Recruitment Programs (8), PRIDE Week (5), and Cesar Chavez Celebrations (3). 7 Minority Affairs offices responded “Other” within this category, citing other programming efforts such as Diversity Week, annual year end World Cultural Celebration, International Education Week, Women’s History Month, Juneteenth Celebration, Cinco de Mayo, Underground Railroad Festival, Student Disabilities Month, MISA Ball, Men of Color Conference, Black Arts Festival, Greek Unity Activities, International Food Fair, Tutoring, Financial Aid Workshops, and a Mentoring Program.

As these Minority Student Affairs offices celebrate a firm existence well over 20 years at some institutions, compared to other institutions with offices under existence for less than 5 years, there is a lot to be said about the progression of these offices, including understanding their programs, services, clientele and the benefit to their student populations. When my partner created this survey, we thought it best to get a grasp of where the offices are going by researching where they came from. In that respect, we sought a few brief answers from administrators in regards to trends, inclusion and successes of the office. With the vast differences in universities which participated, much could be expected in the responses they’d give. In regards to presenting trend issues, we chose to introduce this information in 6 separate categories as a lot of information trend compared similarly across institutions and offices. After each comment, institutional data is included.

Trend 1: Lack of collaboration/relationship building between organizations

Cultural separation of organizations on campus and difficulty getting them to work on shared projects. Each group wants top billing and/or believes their racial issues to be of the most importance and getting together on a celebration is rare, if not difficult. *[Public, Division I, 10,001-20,000]*

Attempting to build relationships with the queer communities and between the ethnic communities. *[Public, Division I, 30,001 or more]*

Separation of students (Cliques) within the cultural organizations. *[Public, Division I, 10,001-20,000]*

Trend 2: Office Support (funding and/or aid)

Limited funding for programming activities *[Public, Division I, 10,001-20,000]*

Lack of minority staff and faculty. *[Private, Division II, 10,001-20,000]*

Added responsibilities with no additional staff. *[Public, Division I, 5,001-10,000]*

There has been a marked increase in the enrollment of students of color however the operating budget for the associate dean has been reduced. *[Private, Division III, 2,001-5,000]*

The Office was most recently known as the Office of Special Support Services. Earlier this year the office was staffed with a Dean of Support Services, Program Coordinator, Administrative Assistant, and part-time Alumni Outreach Specialist. Within the last month, the office was

dismantled leaving only the program coordinator. In addition, the budget was reduced to 33-45% of its original size. *[Private, Division I, 10,001-20,000]*

Lack of pay to keep good people. *[Public, Division I, 20,001-30,000]*

Trend 3: Recruitment/Resistance/Persistence of Ethnic students, faculty and staff

Decrease in the % of student of color completing/earning a degree. Decrease in full-time enrollment to part-time enrollment. *[Public, Division II, 5,001-10,000]*

The increase in recruitment and retention of African American males and Hispanics. *[Public, Division III, 10,001-20,000]*

Struggling black males in higher education. *[Public, Division II, 10,001-20,000]*

Issues related to the recruitment and retention of students and faculty of color. *[Public, Division I, 20,001-30,000]*

Lack of Latino student presence *[Private, Unknown Division, 2,001-5,000]*

Trend 4: Political impact, institutional or state

The impact of State mandates that have proposed the elimination of "inessential services." This includes multicultural services as well as student activities and athletics. A positive trend is that even with a recent change in the administration, there continues to be support for undocumented students and assistance for students in need is still very strong. *[Public, Division III, 5,001-10,000]*

Due to the disproportionate enrollment patterns of African American males juxtaposed to their female and White male counterparts, our office has heavily engaged in outreach programs to encourage and increase AA male enrollment at our school. Money was obtained from out board of regents. However, the funding we received is regular state money, not soft monies, which means we are more accountable for everything we spend, and cannot use money for items such as food or incentives without providing a significant reason for doing so. *[Public, Division I, 10,001-20,000]*

Anti-affirmative action trends on U.S. continent spilling over to *(removed for privacy)*. Mainstream ideas and administrators (from U.S. continent) dictating how should things operate here in *(removed for privacy)*. *[Public, Division I, 20,001-30,000]*

Until recently, International Student Services was part of Multicultural Student Services. The Coordinator for International Student Services was transferred to the International House. The name of the office has been changed from Multiethnic to Multicultural. *[Private, Division III, 5,001-10,000]*

Trend 5: Lack of student engagement

Lack of desire to know cultural history and its' impact on their current life opportunities. *[Unknown, Division I, 2,001-5,000]*

We have experienced poor student leadership over the last few years. There seems to be a lack of student interest in the programs over the last couple of years. *[Private, Division II, 5,001-10,000]*

Trend 6: Increase in discrimination, hate crimes, racism affecting campus climate

Hate crimes in residence halls and institutional discrimination. *[Private, Division I, 10,001-20,000]*

Overt Racism with the increasing enrollment of students of color. *[Public, Division III, 5,001-10,000]*

General concerns over degree of comfort with university climate, racist/ anti-gay graffiti, and the degree of safety felt by LGBTQA community. *[Public, Division I, 20,001-30,000]*

Black male student harassment issues. *[Private, Unknown Division, 10,001-20,000]*

24 responded that over the last 5 years they've witnessed a shift in the office to become more inclusive of other diverse groups on campus, including international students, sexual orientation, disability and other multicultural characteristics, Women's Studies, and non-traditional students. Other shifts are categorized as the following:

Shift 1: Expansion to be more inclusive

In the past two years, under my supervision, I have expanded diversity to be inclusive of all groups on-campus as opposed to only ethnic, international, GLABTQ, and racial. However, this institution has had a healthy long-term initiative titled (LINC) that has strengthened relation between different groups on campus. *[Private, Division I, 5,001-10,000]*

We are trying to integrate our International students with our general minority population in activities. *[Private, Unknown Division, 2,000 or less]*

Our functions were handled in isolated pockets throughout the campus and finally came under "one roof" in fall of 2005. Initially, the diversity focus was on African-Americans but legal expectations required a broader scope to multiculturalism. Multiculturalism as a philosophy helps to avoid legal scrutiny but it also forces an institution to look at institutionalized racism/ sexism/ nationalism, etc. *[Public, Division I, 20,000-30,000]*

The SEED office is the umbrella office for all old and new minority programs. New ones have included Gay/Lesbian/Transgender office and Welfare-to-Work office. *[Public, Division I, 20,001-30,000]*

The office was almost exclusively focused on a particular group of African American Students. To which the other African American, Asian American, Hispanic, and South Asian students were not supported equally or fully. *[Public, Division I, 30,001 or more]*

Woman Studies. *[Private, Division III, 2,001-5,000]*

The shift occurred because I initiated it. When the office was first developed there was a lot of interest from African Americans. Since then the interest among this group has fallen off. Therefore, we are seeking out other diverse groups to become involved. *[Private, Division II, 5,001-10,000]*

The University is not pushing it; the director is. *[Public, Division I, 5,001-10,000]*

The office originally worked with students of color, athletes, and some scholarship students, but these other responsibilities were stripped away in the last few years. *[Private, Division I, 10,001-20,000]*

To include non-traditional students *[Public, Division III, 5,001-10,000]*

Given that we are in the south, our campus is used to viewing its minority population as "Black" or "African American." Latinos and Asians have been sort of "lumped" into the category of International students, because many of our Latino students are from overseas. However, in the last 10 years, there has been a 15% increase in Latino student enrollment, many of whom are US citizens. As a result, we have been partnering with our Center for Hispanic studies, as well as our Mexican American Student Alliance, to provide programming and interventions to support the increasing Latino student population on campus. Eventually, our campus will have to become like others of it's size -- There will have to be a Director of Multicultural Student Retention Services, who supervises 4 Assistant Directors or Coordinators -- Asian American, African American, Latino & Native American, and Multiracial/BiCultural student support. *[Public, Division I, 10,001-20,000]*

Shift 2: Increase recruitment of ethnic minority population

The increase of our ethnic minority population has encouraged the university to expand our services. *[Public, Division II, 2,001-5,000]*

Shift to help recruit more Hispanic students *[Public, Division I, 20,001-30,000]*

Shift 3: Change in community/local/state populations

The demographics of our community are changing dramatically over past 5 years. For all minority groups identified, there is a strong presence in the community. *[Public, Division III, 5,001-10,000]*

The growing Latino population in the Cincinnati area has definitely created the need for more unifying programming. *[Public, Division II, 10,001-20,000]*

While this shift has occurred a number of administrators have noted that they are the individual(s) who initiated the shift from their office to be more inclusive more so than having someone mandate or push the shift on them to be more inclusive. They cite that is what the office is for and they have always supported a truly inclusive environment. In the final question

pertaining to the office, we asked what has contributed to the success of the office and the feedback was astounding.

Success Story 1: Political/Administration Support

I believe that this institution's commitment to pluralism and equitable community has been a huge part of its success. While at the first the interest wasn't genuine- in my opinion, the initiative itself helped cultivate an authentic interest in inter and cross cultural relations, leading to the commitment of further resources and a push for further advancement for socio-cultural academic infusion and intentional diversity efforts. *[Private, Division I, 2,001-5,000]*

Political influence with state legislature. This can often result in overriding university administrators. *[Public, Division I, 20,001-30,000]*

I have to say that the number one reason we have been tremendously successful with our programs has been through the dedication of key individuals at the college and a lot of sweat equity of the staff and students. We have some amazing students who feel strongly and passionately about the opportunities that they receive at our college and they are our best resource and recruitment 'tool.' *[Public, Division III, 5,001-10,000]*

The associate dean has been successful in "making lemonade out of lemons," introducing a collaborative structure within the division of student affairs and implementing outreach programs to promote student success and achievement. *[Private, Division III, 2,001-5,000]*

The university has publicly-stated its commitment to diversity and inclusion as central to the educational process at [our institution—*name removed for privacy*]. Therefore, less campaigning is required than in the past to initiate or move diversity agendas. *[Public, Division I, 20,001-30,000]*

The top administrators on campus have been supportive of the work the office does. *[Public, Division III, 5,001-10,000]*

Success Story 2: Staff and Students

Honesty, sincerity and commitment to multicultural students in all aspects to facilitate their successful completion of their educational objectives. *[Public, Division II, 2,001-5,000]*

The attitude of the professionals that staff the office. The space designated for the office and how it's laid out. But most important the support of the Senior Administration. *[Public, Division III, 10,001-20,000]*

The offices success have come from the dedication of the staff and the support of the students. *[Private, Division I, 10,001-20,000]*

The success of this office is based on the continuous involvement of students and student groups in the grass root planning of programs and activities. Through constant contact from the point of matriculation to graduation, multicultural students have a perspective of how the office assist in

their education. In order to be more successful, this office needs more professional staff in the near future. As our numbers increase, it will be imperative that an assistant director or programmer be brought on board. *[Public, Division I, 30,001 or more]*

Committed, educated staff are the keys to our success. *[Private, Division I, 10,001-20,000]*

Our office is successful because the administrators and staff in the office are widely respected by all members of the campus community. We generate and widely distribute reports and data regarding minority student enrollment, campus events, and other achievements. Our campus leaders, including members of our campus' presidential candidate respond favorably to personal invitations to our events. Furthermore, we happen to be at a place where the needs of minority students, as well as all students, are taken into strong consideration. Our ideas and input are often solicited by our VPs for Academic Affairs, Student Success, and other departments on campus. The best example I can give is that the funding we received required a 100% match from our institution. Thanks to the school's commitment to statewide initiatives such as the RPG (retention/progression/graduation), we were able to secure top funding in our state for our African American Male Initiative. *[Public, Division I, 10,001-20,000]*

Success Story 3: Office Structure and Programming

Personal relationships with students. Open to all students. *[Private, Division I, 2,001-5,000]*

Personal touch *[Public, Division I, 20,001-30,000]*

Staying with student trends and understanding when or when not to compromise. Integrity should never be compromised, but tradition can be questioned and refined. *[Unknown, Division I, 2,001-5,000]*

Our office has been generally successful in uniting its interest groups to program together. This is due in part to the structure of advising - one assistant director addresses all of the student constituent groups. The other manages programming for these groups and other special interest groups. The staff is multi-racial which provides credibility. *[Public, Division I, 20,001-30,000]*

Because so much of our work is spent either working with, supporting or reaching out to multicultural organizations, strong relationships are formed. Having a leadership council where each multicultural group is represented that meets each month is very helpful. Our office is also provided a budget to help in supporting multicultural student organization's programming. *[Private, Division Unknown, 5,001-10,000]*

We employ a VERY non-traditional multicultural model on this campus. The minority populations all work together - hand in hand, issue by issue. It's amazing to see. Diversity is everyone's responsibility, not just our office. *[Public, Division II, 5,001-10,000]*

Opportunity for Improvement 1: Funding and Support

More staffing to focus solely on programming, and retention. Right now staff runs two grant programs, in addition to the programming and daily administration. I feel we are stretched thin. *[Private, Division II, 5,001-10,000]*

The center needs more money to deliver programming activities and larger office space to host events and provide space opportunities to cultural students. The center also needs a larger staff to assist the administrator in retention activities and to work more intensively with cultural organizations. *[Public, Division I, 10,001-20,000]*

More money is needed to be more successful. *[Public, Division III, 5,001-10,000]*

More programmatic funding would assist the office in being more successful. *[Private, Unknown Division, 2,001-5,000]*

We need more money to get more students involved. *[Private, Division II, 5,001-10,000]*

Long-term success is contingent upon the infusion of additional financial and human resources. *[Private, Division III, 2,001-5,000]*

More support from other areas of the University. *[Private, Division I, 10,001-20,000]*

Opportunity for Improvement 2: Change in focus

Our office needs to overcome how it has functioned for many years- being solely focused on African American students. Progress has been made in a short amount of time, but there needs to be a lot more work. *[Public, Division I, 30,001 or more]*

What hurts us is the lack of interest/understanding from the greater community about issues of diversity. Our university is elitist, and therefore the thinking has an overall theme of arrogance that has been impossible to penetrate to any great degree. We continue to make major mistakes in handling racial incidents though every opportunity is offered to provide insight that would turn things around. *[Private, Division Unknown, 5,001-10,000]*

What is needed are more administrators who understand the local population and have a vested interest in them - rather than their careers. *[Public, Division I, 20,001-30,000]*

Restoring and increasing the financial and staffing resources would go a long way to making the office more successful and relevant to students. *[Private, Division I, 10,001-20,000]*

With our increased assets and promotion, we still have not "turned the corner" on increased enrollment by minority students. We have not fully implemented a campus-wide program to demonstrate the value of cultural competency or to fully demonstrate the university's commitment. I see these as critical next steps - to take diversity out of the realm of activities aimed solely at minority students. *[Public, Division I, 20,001-30,000]*

Mostly positive, administrators felt that their offices were thriving on behalf of the students who participate, the other administrators who assist and support them, the attitude of the staff

employed and the programming they create to assist their students in their development. The opportunities to improve were based on opinions of not enough money or space within their office to program, and the need to change focus of the university on issues of diversity and increased enrollment.

Discussion

Of the information obtained by Mr. Carreathers since his last survey in 2001, most statistics correlate even when public and private schools with ranging divisions participate. From the research, we can see that the offices are indeed fulfilling the three-fold mission outlined by Palmer and Shuford. They went on to state “offices have expanded in recent years to include support for international students, gay/lesbian, bisexual students, and other subgroups on campus” (pg. 226). This proves true through the survey in which administrators outlined their reporting organizations and major functions planned from their offices, many that included these various sub cultures. Challenges outlined to face Minority Affairs offices in the future include:

- Maximizing the institutional effectiveness of minority affairs offices,
- Sustaining or increasing institutional commitment to addressing minority concerns and changing campus cultures;
- Rectifying budgetary problems;
- Increasing financial assistance to students;
- Assisting under prepared students;
- Developing retention programs for minority students; and
- Merging racial and gender issues (Palmer and Shuford, p.226).

There is a great similarity in the challenges outlined by Palmer and Shuford and those outlined by administrators in the survey. Most notable are funding, financial aid to students, enrollment and retention, particularly of Hispanics and African Americans and increasing graduation rates, especially for underrepresented student populations. 21 administrators responded to a shift over the last 5 years and much is to be drawn from the various comments given. With this said, the offices are clearly challenged to focus on a number of student ethnic, cultural and social needs with a vast difference in funds, aid and/or university support.

There will be a need to increase funding to these offices and make sure that they aren't aligned single handedly as it's own entity but as a university office, open to all students, especially if it considered Multicultural in any respect. Opening up this office to the university is important in extending services to the entire student body, especially for the maximizing the institutional effectiveness of minority affairs offices and changing the campus climate in regards to diversity and inclusiveness. I have found in my work with diverse students that they shy away from diversity events and lack desire to communicate about differences. Without faculty and staff support in awareness and attendance to multicultural programming, often students will not attend. Making sure to establish one's administrators and staff from these offices as welcoming and present individuals on campus is important to the growth of these places by majority students on college campus. As some offices are branching out to give diversity presentations off campus, another great way to place yourself out there as an office is to find ways to give

diversity training, especially in the residential halls, at Student Leadership Trainings, including Residential Life training and departmental training and professional development opportunities.

Implications

The results of this study show that universities vary in their student needs, according to a number of variables, such as size, minority enrollment, budget constraints and institutional type. There are a number of institutions that are without Minority Affairs offices and there are a number that are just being created within the last 5 years. Often institutions, especially large ones, with enrollments above 10,000 have larger budgets and can afford to allot more money to Minority Affairs offices. Most large institutions which have Minority Affairs offices also seemed to have some type of soft money (i.e. grants) filtering into their departments which have assisted them in recruiting and retaining larger staffs, creating more programming efforts and building Multicultural Centers. Institutions without Minority Affairs offices can possibly exist because of a strong multicultural environment having been in place for a number of years, which has created a solid support structure for students of color.

This survey should not be the end all be all as it is a brief overview of the material that my partner and I have analyzed which is of interest to us. I strongly suggest a committee being formed to preserve the history of Minority Affairs office in their transition to Multicultural Affairs and Intercultural Development offices throughout the United States. There is a lot of information to be gathered and analyzed by institutions. A number of suggestions on how this survey could have been completed better were through an informal phone interview or focus groups. Had the money been available, in addition to time, to visit various schools and look further into the demographics of the institutions which participated and those that did not, I would have honestly have loved to meet the amazing administrators who've traveled the road to create these awesome Minority Affairs offices. There was a lot more information to be gathered and many questions that sparked my mind about the answers that were given once I started to analyze the data. A more in-depth process for this survey would create more phenomenal results which could assist the veteran Minority Affairs offices as well as the newly created ones and possibly assist in the creation of more as the American demographics of U.S. Colleges and Universities continues to expand. Looking into the diversity of the offices could prove to be an interesting study, primarily focusing on gender and ethnicity of the staff, in addition to looking further at office budgets, opportunities for professional development and activeness of administrators in organizations and which organizations.

At the end of the survey, my partner and I wanted to get an idea of how the participants felt about the means of gathering the data. The comments showed mixed reviews. Administrators were about 50% even down the line in pleased with the method versus not being pleased with the method. Comments included some of the following:

On some of the questions I could not respond because our college is composed mainly of minority enrollment.

Each institution is unique and should provide a descriptive profile of their environment and what they do. I understand the need to have some quantifiable data but I'm not sure this survey

accurately reflects what happens at this institution. More open-ended questions might have provided the responses for an accurate picture but I also know it would reduce your survey return rate dramatically. Not sure how to address that problem, Good luck to you and if you find an option please share it with us. *[Public, Division I, 10,001-20,000]*

I get a lot of surveys online. Including yours, they take up about 20 - 30 minutes. I think it would be better to call and do it on the phone. Most people want to help, but the time commitment is valuable when you never get to see the results of the time you've taken. Most people ask questions and never share the end product. If you promoted it that way more people might participate, but some people have no motivation to take the extra time. *[Unknown, Division I, 2,001-5,000]*

However, a follow up call or e-mail for further clarification on abstract variables or qualitative data is also needed in order to obtain a more accurate picture of each context. *[Private, Division I, 2,001-5,000]*

On some of the questions I could not respond because our college is composed mainly of minority enrollment. *[Private, Division Unknown, 2,000 or less]*

Either by e-mail or interview. I'm sure this is much easier and cost efficient. *[Private, Division Unknown, 5,001-10,000]*

I am very pleased to see this survey and would be interested in your results. We are a new department and are looking for level-breaking practices. I would like to consider working on an association to link our offices to share ideas, perspectives, and national issues. *[Public, Division I, 20,001-30,000]*

This was not the best way for our institution since we have various units working in the area of Minority Affairs. *[Public, Division I, 20,001-30,000]*

It wasn't a bad way, nor was it the best. There's no perfect way I suppose. *[Public, Division I, 10,001-20,000]*

Yes and no. I'm not sure what you are looking for, but our "minority affairs" office is not just one office, so does not quite fit the questions. *[Public, Division I, 20,001-30,000]*

The use of an electronic means to conduct this survey had its share of advantages and disadvantages. The advantages include cost effective, environmental friendly, quick and easy to navigate for results, easy for administrators to access and complete while holding a few disadvantages such as less impersonal, open for much ambiguity, not enough opportunity to learn about the institutions, and often multiple submissions. When using an open web format with an attached Excel sheet, it is very important to analyze the data numerous times for consistency. After a number of views at the material, one could notice how administrators tried to complete the survey more than once. This could have been for a number of reasons, such as they started the survey but needed to stop, or they started the information and realized that some data might have been wrong, so they went to complete it again. Nonetheless, numerous analysis of the data should be completed when using an open web format versus a survey based site.

The response that came from administrators for this survey was greatly appreciated. From the results, there is much more work to be done. I encourage a task force to look at these national statistics and possibly tackle particular functions of offices because there is a lot more dissecting to be done on these offices. Most of the research found on Minority Affairs Offices were no older than 1998 and I know that as offices expand and we here that offices are new, especially the ones under 2 years old, it is important to compare and contrast their purpose, programs, effectiveness and existence by comparing them to other offices.

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APPENDIX I: Invitation Letter



OFFICE OF DIVERSITY

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Salisbury, MD 21801-6860

410-543-6426

FAX 410-677-5352

www.salisbury.edu/diversity

December 11, 2006

Greetings Minority Affairs Administrator,

My name is Dameon Gibbs and I am the Graduate Assistant for the Office of Diversity at Salisbury University located on the beautiful Eastern Shore of Maryland. In collaboration with Johnika Nixon, a fellow Graduate Assistant for Residence Life, we are conducting a Minority Affairs Professional Survey as a part of our graduate work.

The survey comes from Mr. Kevin Carreathers, former Director of Multiethnic Affairs for Texas A&M University. He started this project in the late 90's by compiling data from Division I schools on various resources and statistics about their departments, all anonymous in nature, as a way to assist Administrators in starting and continuing programs to assist their minority students. With the help of several Administrators within the field, we have revised Mr. Carreathers' previous survey to reflect the changes in the field of Minority Affairs on college campuses throughout the United States. We would like to take a moment to thank all of the Administrators who took time to assist us in re-developing the survey with their suggestions, comments, and support. We believe that the data gathered from this survey can and will assist the understanding of having a Minority Affairs Office on campuses throughout our nation.

This survey is strictly academic in nature for both Johnika and I as we complete our Master's degrees, to be conferred in May 2007. Our goal is to gather and analyze data from a multitude of colleges and universities in regards to their Minority Affairs department. We want to create national data to assist Higher Education Administrators in improving and understanding the importance of having Minority Affairs offices on campuses. This survey is supervised by Mr. Kevin Carreathers, Executive Director of the Office of Diversity.

To complete the survey please visit <http://www.salisbury.edu/diversity/survey/>. Please have the survey completed by **Friday, January 19, 2007 at 5:00 pm**. We will have this data completed, compiled, and analyzed by **April 2007**. Once the survey has been completed the results of the study should be viewable on the Salisbury University Office Diversity web page at <http://www.salisbury.edu/diversity/>. We would like to thank you for assisting us in our academic endeavors. We appreciate your time.

Sincerely,

Dameon Gibbs & Johnika Nixon

Should you have any questions in regards to the survey, please contact us at:

Johnika Nixon: jknixon@salisbury.edu

Dameon Gibbs: dg39404@students.salisbury.edu

Kevin Carreathers: krcarreathers@salisbury.edu

APPENDIX II: The Minority Affairs Professional Survey

The Minority Affairs Professional Survey

Greetings Minority Affairs Administrators,

We would like to thank you for taking time out of your schedules to assist us in gathering information in regards to your Minority Affairs department. My name is Dameon Gibbs and I am the Graduate Assistant for the Office of Diversity at Salisbury University located on the beautiful Eastern Shore of Maryland. In collaboration with Johnika Nixon, a fellow Graduate Assistant for Residence Life, we are conducting a Minority Affairs Professional Survey as a part of our graduate work.

This survey is strictly academic in nature for both Johnika and I as we complete our Master's degrees, to be conferred in May 2007. Our goal is to gather, analyze, and comprehend data from a multitude of United States colleges and universities in regards to their Minority Affairs department. We want to create a document of national statistics to assist Higher Education Administrators in improving and understanding the importance of having Minority Affairs offices on campuses.

This survey is supervised by Mr. Kevin Carreathers Executive Director of the Office of Diversity. We believe that the data gathered from this survey can and will assist the understanding of having Minority Affairs Offices on campuses throughout our nation. We estimate that this survey will take approximately *30 minutes to complete*. Please consider including your institutions' name and your email address at the end of this survey. This survey will be active until *Wednesday, February 28, 2007*.

Please begin the survey below.

Institutional Demographic Information

Are you a **Public** or **Private** institution?

What Division is your institution classified as?

Division I

Division I1	Division II
Division III	Division III

Institutional Size:

2000 or less	2,000 or less
2,001-5,000	2,001-5,000
5,001-10,000	5,001-10,000
10,001-20,000	10,001-20,000
20,000-30,000	20,001-30,000
30,001 or more	30,001 or above

Total Student Composition of Campus (% does not have to equal 100):

Total % African-American	<input type="text"/>	Total # African-American	<input type="text"/>
Total % Hispanic	<input type="text"/>	Total # Hispanic	<input type="text"/>
Total % Native American	<input type="text"/>	Total # Native American	<input type="text"/>
Total % Asian-American	<input type="text"/>	Total # Asian-American	<input type="text"/>
Total % Anglo/Caucasian	<input type="text"/>	Total # Anglo/Caucasian	<input type="text"/>
Total % International	<input type="text"/>	Total # International	<input type="text"/>

Does your institution have an Office of Minority Affairs or Multicultural Affairs?

If yes, please answer the following:

Office Information

1. What is the official title of the office?

2. Where is the office located?

Location	University Center/Student Union
Location	Cultural House. If so, please specify the name of the house: <input type="text"/>
Location	Other, please specify:

3. Whom does the office report to?

<input type="text" value="President"/>	Office of the President
<input type="text" value="VP of Student Af"/>	Office of the Vice President for Student Affairs
<input type="text" value="VP for Academic"/>	Office of the Vice President for Academic Affairs
<input type="text" value="Dean of Students"/>	Office of the Dean of Students (Please check only if Dean is not the Chief Student Affairs Officer)
<input type="text" value="Office of Student"/>	Office of Student Activities
<input type="text" value="Other"/>	Other, list: <input type="text"/>

4. What is the total budget of the office? Please exclude salaries.

<input type="text" value="U Under \$10,000"/>	<input type="text" value="\$150,001-200,00"/>	<input type="text" value="\$150,001-200,000"/>
<input type="text" value="\$ \$10,001-25,000"/>	<input type="text" value="\$200,00-300,000"/>	<input type="text" value="\$200,00-300,000"/>
<input type="text" value="\$ \$25,001-35,000"/>	<input type="text" value="\$300,001-350,00"/>	<input type="text" value="\$300,001-350,000"/>
<input type="text" value="\$ \$35,001-40,000"/>	<input type="text" value="\$350,001-400,00"/>	<input type="text" value="\$350,001-400,000"/>
<input type="text" value="\$ \$40,001-50,000"/>	<input type="text" value="\$400,001-450,00"/>	<input type="text" value="\$400,001-450,000"/>
<input type="text" value="\$ \$50,001-70,000"/>	<input type="text" value="\$450,001-500,00"/>	<input type="text" value="\$450,001-500,000"/>
<input type="text" value="\$ \$70,001-100,000"/>	<input type="text" value="Above \$500,000"/>	<input type="text" value="Above \$500,000"/>
<input type="text" value="\$ \$100,001-150,000"/>		

5. What % of total budget is soft money (i.e., grants)?

6. Number of full time office professionals, including office administrator (This does not include any secretarial or other support staff).

Number of full-time support staff (I.E. Administrative Assistant)

What is the average salary of your full-time support staff?

<input type="text" value="\$10,000-20,000"/>	<input type="text" value="\$10,000-20,000"/>
<input type="text" value="\$20,001-25,000"/>	<input type="text" value="\$20,001-25,000"/>
<input type="text" value="\$25,001-30,000"/>	<input type="text" value="\$25,001-30,000"/>

\$30,001-35	\$30,001-35,000
\$35,001-	\$35,001-40,000
>\$40,000	More than \$40,000

7. Number of years office has been in existence:

0-2	0-2
3-5	3-5
6-8	6-8
9-10	9-10
11-14	11-14
15-20	15-20
21ormore	21 or more

8. Major functions of office (at least 20% of time). Please check all that apply.

>20%	Minority Recruitment
>20%	Minority Retention/Orientation
>20%	Programming
>20%	Leadership Development
>20%	Diversity Education
>20%	Other, please list:

9. Student organizations that report to the office:

Reports	International Student Association
Reports	Black Student Association
Reports	Hispanic Student Association
Reports	Asian American Student Association
Reports	American Indian Student Association
Reports	Gay, Lesbian, Bi-Sexual Student Association

Reports	Minority Greek Letter Organizations
Reports	Other, please list:
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10. Programming Activities Office is responsible for:

Responsible	Recruitment Program
Responsible	Orientation Program
Responsible	Black History Month
Responsible	Hispanic Heritage Month
Responsible	American Indian Heritage Month
Responsible	Asian/Pacific Islander Heritage Month
Responsible	Kwanzaa Celebration
Responsible	Multicultural Leadership Conference/Summit
Responsible	PRIDE Week
Responsible	Cesar Chavez Celebration
Responsible	Martin L. King Celebration
Responsible	Campus Unity Event
Responsible	Speaker Series
Responsible	Other, please list:
<div style="border: 1px solid black; height: 100px; width: 100%;"></div>	

11. What is the official title of the office administrator?

12. What is the annual salary range of the office administrator?

\$10,000-20,000	\$10,000-20,000
\$20,001-25,000	\$20,001-25,000

\$25,001-30,000	\$25,001-30,000
\$30,001-35,000	\$30,001-35,000
\$35,001-40,000	\$35,001-40,000
\$40,001-50,000	\$40,001-50,000
\$50,001-60,000	\$50,001-60,000
\$60,001-70,000	\$60,001-70,000
Above \$70,000	Above \$70,000

13. What is the highest degree earned by the office administrator?

Doctorate/J.D.	Doctorate/J.D.
Masters	Masters
Bachelors	Bachelors
Other	Other, explain

14. Years of higher education experience of office administrator:

0-2	0-2
3-5	3-5
6-8	6-8
9-10	9-10
11-14	11-14
15-19	15-19
20 or more	20 or more

15. Years of minority affairs experience of office administrator:

0-2	0-2
3-5	3-5
6-8	6-8
9-10	9-10

11-14	11-14
15-19	15-19
20 or more	20 or more

16. What is the official title of the **next office administrator in command/second administrator**?

17. What is the annual salary of the second office administrator?

\$10,000-20	\$10,000-20,000
\$20,001-25	\$20,001-25,000
\$25,001-30	\$25,001-30,000
\$30,001-35	\$30,001-35,000
\$35,001-40	\$35,001-40,000
\$40,001-50	\$40,001-50,000
\$50,001-60	\$50,001-60,000
\$60,001-70	\$60,001-70,000
Above \$70	Above \$70,000

18. What is the highest degree earned by the second office administrator?

Doctorate/J.D.	Doctorate/J.D.
Masters	Masters
Bachelors	Bachelors
Other	Other, explain

19. Years of higher education experience of the second office administrator:

0-2	0-2
3-5	3-5
6-8	6-8
9-11	9-10
11-14	11-14
15-20	15-19
20 or more	20 or more

20. Years of minority affairs experience of second office administrator:

0-2	0-2
3-5	3-5
6-8	6-8
9-10	9-10
11-14	11-14
15-20	15-19
20 or more	20 or more

Additional Questions. Please be honest in feedback and responses.

21. What are the recent trends that your office has had to deal with?

22. In the last five years has there been a shift in the office to become more inclusive of other diverse groups?

5yrshift No

5yrshift Yes. If so, please give us your **brief** explanation or opinion as to why the shift occurred?

23. Please **briefly** explain what has lead to the office's success or what you feel is needed to be more successful?

24. Was this the best way to conduct a survey concerning Minority Affairs? Yes or

No?

No?

If **No**, please **briefly** explain why?

For knowledge of the institutions that participated in this survey and the ability to communicate electronically, please include any of the following **voluntary** information:

Institution Name

Email Address

Thank you graciously for your time and assistance. We will have results from this survey compiled by April 2007. Please check the following website for that information at www.salisbury.edu/diversity.
Sincerely,

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