

# Strategic Diversity and Inclusion Plan 2016-2017



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## INTRODUCTION

As Minnesota State University, Mankato (MSU) nears its 150th year of existence, we stand on the threshold of a new era of achievement. We have reached this point due to our intense desire to go further than anyone thought possible, combining big ideas with real-world thinking to turn dreams into reality.

This new era remains ours to define. And in doing so, we choose once again to go further... to go beyond the limitations of today's higher education conventions. We will do so by focusing our talent and energy on high-priority initiatives that transform our university in three critical ways:

- **Break down barriers** that limit traditional universities from achieving the greatest and most positive impact on our world. These include barriers within our institution and barriers that stand between the university and the wider world. As a result, we will be strongly positioned to partner with the various stakeholders on campus and in the community, state, region, nation, and world to reach beyond prior limitations.
- **Create solutions** for the most pressing challenges facing our state, nation, and world. Our superior ability to build working teams internally and externally will allow us to align and orient our financial and intellectual resources to solve problems. By breaking down barriers and aggressively creating solutions for pressing challenges, we will create solutions that reflect a more diverse range of thoughts and perspectives.
- **Achieve a new level of greatness** that will inspire us, and our partners, to envision even bigger ideas and apply real-world thinking even more broadly. Powered by this inspiration, we will continue to go further than we thought possible to serve our entire global community. To achieve this transformation, the University has identified five strategic action steps:
  1. Change the world by collaboratively addressing our planet's most challenging problems.
  2. Foster the thriving and robust academic culture of a university with applied doctoral programs.
  3. Greatly expand the reach of our extended learning programs.
  4. Reinvigorate our physical home and build the campus of the future.
  5. Measure and continuously improve our work to ensure excellence in all that we do.

Taking these actions steps will bring benefits to not only the world, but also our University. Students will better learn to become innovative, globally attuned leaders in their professions. Faculty and staff will experience greater professional growth through innovation and collaboration. And over time, Minnesota State Mankato will pull away from its competitors by moving upward to the next level of greatness. Our goals are:

- The University will foster an actively engaged and **inclusive** learning community based upon civility, trust, integrity, respect, and diversity in a safe, welcoming physical environment.
- The University will prepare students for careers and for life-long learning by providing a clearly defined general education program and focused undergraduate pre-professional, professional, and liberal arts programs.
- The University will strengthen its role as a major provider of graduate education, offering intensive, scholarly graduate programs, including collaborative efforts with other institutions and professionals, culminating in student expertise at professional levels.

- The University will enhance advising, support services, and learning experiences that aid students in identifying life goals, planning academic careers, and achieving timely graduation.
- The University will increase the quantity and quality of service to the state, region, and global community through collaborations, partnerships, and opportunities for cultural enrichment and continuous learning.
- The University will invest in the professional development of all members of the University Community and in the appropriate technologies necessary to achieve excellence in learning through teaching, research, and service.
- The University, as a whole and in all of its parts, will establish priorities through planning and assessment processes that anticipate our needs and focus our efforts and resources in support of our mission and goals.

## RATIONALE

As stated on our website:

“As a modern university, Minnesota State University, Mankato exists for the primary purpose of educating students in a dynamic, collaborative, and inclusive environment. MSU is committed to promoting diversity and continues to move forward in implementing this strategic priority at all levels of the University. We have a responsibility to acknowledge and respect diversity, as it is an essential component of a quality educational environment. Diversity enhances the educational process as it enriches us personally and professionally, it fosters good citizenship, and develops strong communities that maximize the potential of its members. Diversity promotes economic prosperity as it prepares globally-oriented citizens who can compete successfully in an interconnected global economy and who can work effectively with persons of different backgrounds. At MSU, we care about diversity because we want to foster an actively engaged and inclusive learning and working community based upon civility, trust, integrity, and respect. Our proposed definition of diversity includes every member of our University community. We care about diversity because each of us—students, staff, faculty, and administrators— need a safe and respectful place to learn and to work. Minnesota is more diverse today than it has ever been, and it will be even more diverse in the years to come. If each of us is provided with opportunities to understand diverse perspectives, peoples, and cultures, we will be better prepared to live, learn, work, and succeed in this ever-expanding.”

## DEVELOPMENT & TIME FRAME

The inclusion plan must be organic and well envisioned. Preparing of the plan helped the campus identify areas of need through a series of open sessions, forums, surveys, and interviews that were held in spring 2016. There was also input and feedback during the various Meet and Confers.

Fall 2016 inclusion planning will begin with a campus wide climate study to help shape the longer term strategic diversity and inclusion plan for the campus. This will directly connect with the University’s new strategic plan, the on-going academic planning and the campus’ Affirmative Action plan. The University will present its longer term inclusion strategic plan at the end of spring 2017.

## INSTITUTIONAL MISSION STATEMENT

Minnesota State University, Mankato promotes learning through effective undergraduate and graduate teaching, scholarship, and research in service to the state, the region and the global community.

## CURRENT DIVERSITY DEFINITION - ACCEPTED 2004

Diversity at Minnesota State University, Mankato is a commitment to create an understanding and appreciation of diverse peoples and diverse perspectives; a commitment to create an academic, cultural, and workplace environment and community that develops mutual respect for all and celebrates our differences. Meeting this commitment requires a transformation of the University Community to respect, teach, and learn from differences that can separate rather than unite the University Community as a genuine learning, teaching and living community dedicated to the education of all. These differences may include, but are not limited to, gender, ethnicity, race, national origin, socio-economic status, religion, gender identity, gender expression, abilities/disabilities, age, physical appearance, marital/partnered status, and veteran status. Meeting this commitment also requires action from the entire University Community to end discrimination and prejudice by and toward all people and groups. Additional key terms and definitions are presented on pages 30-33.

## CORE VALUES

Minnesota State University, Mankato is an innovative, student-centered learning community that values:

- Integrity and respect in the way we conduct ourselves;
- **Diversity in who we are and what we do;**
- Access to our programs and services that create opportunities for all to pursue their dreams;
- Responsibility to those we serve by providing an education that inspires solutions to society's challenges; and
- Excellence in our academic and non-academic pursuits.

## INCLUSIVE VISION & VALUES STATEMENT

Minnesota State Mankato (MSU) is known as a university where people expect to go further than they thought possible by combining knowledge and the passion to achieve great things. Our foundation is our heritage of both dedicated teaching and the direct application of knowledge to improve a diverse community and world. We achieve it by actively nurturing the passion within students, faculty and staff to push beyond possibility on the way to realizing dreams.

## FINANCIAL SUPPORT

The University will commit up to \$200,000 in one time funds to support the implementation of the Diversity/ Inclusion Plan. The Dean of Institutional Diversity with advice from the President's Commission on Diversity will develop a draft financial plan for consideration by the President and Cabinet. Base budget increases will need to follow current University budgetary processes.

## OBJECTIVES & OUTCOMES for Inclusive Core Theme

Objective #1	Objective #2	Objective #3	Objective #4
MSU provides accessible and equitable access and opportunities for all students.	MSU provides opportunities to improve intercultural competence for a complex, diverse and globalized society.	MSU provides an inviting, safe, and supportive environment for people from diverse backgrounds and perspectives.	MSU offers an array of courses, programs, and delivery methods designed to reflect students' goals and the region's educational needs.
ACCESS, EQUITY & OPPORTUNITY	CURRICULUM & LEARNING FOR INTERCULTURAL COMPETENCE	SUPPORTIVE CAMPUS ENVIRONMENT	ACADEMIC INCLUSIVITY & REGIONAL STEWARDSHIP
The specific outcome targets will be our University annual targets for each of the system performance measures related to diversity. Additional interim outcome measures are shown in addendum. Benchmarked data are presented in the appendix.			

## INSTITUTION Inclusion Plan Framework

<p><b>Objective #1</b> MSU provides accessible and equitable access and opportunities for all students.</p>	<p><b>Objective #2</b> MSU provides opportunities to improve intercultural competence for a complex, diverse and globalized society.</p>	<p><b>Objective #3</b> MSU provides an inviting, safe, and supportive environment for people from diverse backgrounds and perspectives.</p>	<p><b>Objective #4</b> MSU offers an array of courses, programs, and delivery methods designed to reflect students' goals and the region's educational needs.</p>
<p><b>Goal #1</b> Increase and improve access to MSU for underrepresented students.</p>	<p><b>Goal #1</b> Increase student intercultural competencies through curricular and co-curricular learning opportunities with diverse courses, individuals, and communities.</p>	<p><b>Goal #1</b> Increase student and employee sense of community, personal inclusion, personal safety and value.</p>	<p><b>Goal #1</b> Maintain and continue development of a robust set of academic courses, programs, and offerings that reflect students' interests and the region's educational needs.</p>
<p><b>Goal #2</b> Increase retention of MSU students with varying levels of academic preparation and abilities.</p>	<p><b>Goal #2</b> Increase the intercultural competencies of faculty and staff through intercultural engagement opportunities.</p>	<p><b>Goal #2</b> Increase recruitment, retention, and advancement of underrepresented faculty and staff at all levels of the university to enrich university life and provide role models.</p>	<p><b>Goal #2</b> Maintain and strategically build out a robust set of course delivery times, sites, and methods responsive to students' needs.</p>
<p><b>Goal #3</b> Increase and improve access to MSU for students with varying levels of financial preparation.</p>			

<p><b>GOAL #4</b> Increase and improve access to MSU for students with varying levels of college expectation preparation.</p>			
<p><b>GOAL #5</b> Decrease the Opportunity Gap between majority students and students of color.</p>			

## OBJECTIVE #1 – ACCESS, EQUITY & OPPORTUNITY

GOAL #1 – Increase and improve access to MSU for underrepresented students.

Student Access Need	#	Action Steps	Primary Stewards	Proposed Partners	Completion Target
<b>While the University has seen a steady increase in its matriculated students of color it needs to continue to reach out to communities of color and American Indian communities to ensure Mankato continues to increase its overall diverse student enrollment</b>	1	Review the University's definition of diversity, inclusion statement and mission.	Institutional Diversity (ID)	University Community, PCD, PCSW	June 2017
	2	Refine the strategic marketing plan to target underrepresented students by increasing K-12 and community exposure to and understanding of MSU's broad educational programs and resources.	ID	Admissions, Integrated Marketing	June 2017
	3	Establish and market processes and resources for translation of key marketing materials into Spanish, Somali, and Hmong (print and online). Explore other critical language/translation needs and develop plan for implementation.	Admissions	Academic Affairs, Student Affairs, IT, ID	June 2017
	4	Continue to develop, implement and evaluate annual student diversity	Admissions, ID	High school counselors, community agencies,	On-going - summers

		recruitment work plans – See Annual Recruitment Report		Native American Reservations, students, and academic colleges	
	5	Establish goals for recruitment and representation of underrepresented students in all colleges and schools.	COD	Admissions, ID	June 2017
	6	Evaluate academic and student life policies to determine if existing policies disproportionately impact underrepresented students negatively and, if so, make recommendations to reduce impact.	Policy Committee	SRCs, ID, Academic Affairs, Student Affairs, F&A	June 2017
	7	Develop plan to provide financial and infrastructure support for summer transition programs for students with disabilities.	Academic Affairs	F&A, Student Affairs	June 2017
	8	Develop plan to establish a University Testing Center to provide a centralized location for students to take proctored online exams, exams with disability related	Academic Affairs	F&A	June 2017

		accommodations, make-up exams, and/or extended time for English Language Learners.			
	9	Investigate software that converts text into audio format and translates into multiple languages to increase comprehension and access for all students. Students with disabilities, English Language Learners and all learners could benefit. Example: Kurzweill 3000 – Firefly Institutional License.	IT	Office of Accessibility Resources, Academic Affairs	June 2017
<b>Provide activities and programs that contribute to the retention of international students</b>	10	Develop plan to enhance Friendship Family Program	Dean of Global Education	Greater Mankato Community, International Center	June, 2017
	11	Develop plan to expand peer mentor program beyond orientation week	Dean of Global Education	International Center	June, 2017

## OBJECTIVE #1 – ACCESS, EQUITY & OPPORTUNITY

GOAL #2: Increase retention of MSU students with varying levels of academic preparation and abilities.

Student Persistence Need	#	Action Steps	Primary Stewards	Proposed Partners	Completion Target
A significant number of admitted students are underprepared for college level writing, math and science courses.	1	Identify best practices to increase success of underprepared students and provide information to faculty and staff to increase retention while reducing the number of courses taken that do not count towards graduation.	CETL/ID	SRCs, Academic Affairs, FA, ID	June 2017
	2	Identify ways to increase “seats” available in required first year courses so that all First Year students are able to enroll in needed classes.	Academic Affairs	FA, SRCs, Academic Affairs	June 2017
	3	Create student IT literacy assessment to identify student technology training needs prior to first semester.	Office of Accessibility Resources	IT, New Student and Family Programs, Academic Affairs	June 2017
	4	Review makeup of cohort programs, learning communities, and affinity programs for underrepresented	Academic Affairs	Office of Accessibility Resources, New Student and Family Programs, ID	June 2017

		students and students with varying levels of academic preparation. Market such programs, and identify gaps for program growth or development.			
	5	Develop a plan to target advising, mentoring, and tutoring resources to reach out to and support failing students in most failed general education courses.	Academic Affairs	SRCs, ID	June 2017
	6	Develop plan to increase participation of underrepresented students in leadership programs to at least match university demographic representation.	RSO	Academic Affairs, MSSA, ID, Student Affairs	June 2017
	7	Develop plan to increase mentoring opportunities for all students	Academic Affairs	MSSA, ID	June 2017
	8	Increase full-time faculty participation in Early Alert program and develop targeted interventions for students who are likely to drop/stop out.	Student Affairs, Academic Affairs	FA	June 2017

	9	Design and deliver a model for increasing participation in faculty-led study abroad programs for traditionally underrepresented groups, including students of color.	Dean of Global Education	ID, COD, FA, MSUAASF	June 2017
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## OBJECTIVE #1 – ACCESS, EQUITY & OPPORTUNITY

GOAL #3: Increase and improve access to MSU for students with varying levels of financial preparation.

Student Persistence Need	#	Action Steps	Primary Stewards	Proposed Partners	Completion Target
<b>A significant number of undergraduate students work and/or are Pell Eligible.</b>	1	Review financial aid policies, particularly those to trigger financial holds to determine if existing policies disproportionately disadvantage Pell eligible or students with limited family support.	F&A,	Student Affairs Financial Services, VP Finance and Administration, ID, Policy Committee	June 2017
	2	Increase the number of scholarships available that are need-based versus merit based.	Student Financial Services	ID, Foundation, COD, Program Chairs	On-going
	3	Create student financial literacy assessment to identify student financial	Student Financial Services	F&A, New Students and Family Programs, Academic Affairs, ID	June 2017

		management training needs prior to first semester.			
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## OBJECTIVE #1 – ACCESS, EQUITY & OPPORTUNITY

GOAL #4: Increase and improve access to MSU for students with varying levels of college preparation.

Student Persistence Need	#	Action Steps	Primary Stewards	Proposed Partners	Completion Target
<b>A significant number of undergraduate students are first generation.</b>	1	Develop a plan to increase the number of learning communities to provide students with a community of learners with common interests.	Academic Affairs	Residential Life, ID	June 2017
	2	Increase informational sessions/material for parents for each year to ensure parents know what is happening at MSU and expectations from students.	New Students and Family Programs, ID	Academic Affairs, Student Financial Services, Admissions, Student Affairs	June 2017
	3	Prepare to hold a student convocation at the beginning of each academic year so	Academic Affairs, Student Affairs	COD	August 2017

		that students are aware of any policy changes that may impact them.			
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## OBJECTIVE #1 – ACCESS, EQUITY & OPPORTUNITY

GOAL #5: Close the Opportunity Gap between majority students and students of color and American Indian.

Student Persistence Need	#	Action Steps	Primary Stewards	Proposed Partners	Completion Target
<b>MSU currently has 49% overall 6 year graduation rate with a 26% graduation rate for Black students, 36% for Latino students, 53% for non-resident alien, 40% for two or more races, 50% for unknown races, and 51% for Whites.</b>	1	Increase the number of members of the Closing the Opportunity Gap workgroup by including FA and students	Dean of Institutional Diversity	Institutional Diversity, Academic Affairs, Student Affairs, F& A, IR, and FA, MSSA, MSUAASF	September 2016
	2	Develop subgroups for the workgroup, student success, financial success, and environmental success.	Dean of Institutional Diversity	Institutional Diversity, Academic Affairs, Student Affairs, F& A, IR, and FA, MSSA, MSUAASF	December 2016
	3	Continue to collect and analyze institutional data about what is causing the gap.	IR/ID	Closing the Opportunity Gap workgroup, subgroups, F&A, Student Affairs, ID	On-going
	4	Based on data analysis (qualitative and quantitative), identify	Academic Affairs	FA, MSUAASF, MSSA, Foundation, Advancement, ID, IR,	June 2017

	high risk areas for retention and student success; and implement strategies to narrow the opportunity gap.		COD, F&A, Student Affairs, New Student and Family Programs, Office of Accessibility Resources	
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## OBJECTIVE #2 – CURRICULUM & LEARNING FOR INTERCULTURAL COMPETENCE

GOAL #1: Increase student intercultural competencies through curricular and co-curricular learning opportunities with diverse courses, individuals, and communities.

Student Learning Need	#	Action Steps	Primary Stewards	Partners	Completion Target
<b>As the campus becomes more diverse and students arrive from less diverse communities, the campus needs to create an environment of support for learning and living in a diverse environment.</b>	1	Implement the Learning Outside the Classroom Initiative.	Provost	PCD, PCSW, ID, FA, Academic Units, LOCI Workgroup	June 2017
	2	Develop a plan to increase the number of non-General Education courses that include intercultural content.	Academic Affairs	ID, PCD, PCSW, FA	On-going
	3	Begin transition of General Education and Purple/Gold courses to include and assess all of the learning outcomes.	General Education Submeet	ID, Academic Affairs, ID, IR	On-going
	4	Increase the range and marketing of lectures, symposia, conferences, dialogues, and other intercultural experiences.	Academic Affairs	MSSA, FA, Student Affairs, ID, Integrated Marketing, EEOC & Title IX	June 2017
	5	Increase off-campus student engagement with and immersion in a variety of	Campus Engagement	MSSA, Academic Affairs, Student Affairs, RSO, ID	June 2017

		intercultural communities. Expand definitions of, and outreach to, new off-campus sites.			
		Increase number of, and access to, short-term domestic multicultural experiences, international internships, exchanges, etc.	Kearney Center, ID	Academic Affairs, Student Affairs	On-going

## OBJECTIVE #2 – CURRICULUM & LEARNING FOR INTERCULTURAL COMPETENCE

GOAL #2: Increase the intercultural competencies and capacities of faculty and staff through intercultural engagement opportunities.

Employee Learning Need	#	Action Steps	Primary Stewards	Partners	Completion Target
<b>Develop faculty and staff cultural competency and empathy</b>	1	Establish trainings and dialogues for employees to improve intercultural awareness, understanding, and skills.	CETL/ID	Bargaining Units, , ID, HR, Global Education	June 2017
	2	Develop and implement an inclusivity assessment strategy	CETL/ID	FA, , IR, Assessment Submeet	June 2017

		within the course assessments, where students can provide feedback in classes regarding inclusive pedagogy and culturally relevant teaching.			
	3	Develop a core of subject matter experts as campus resources on culturally relevant pedagogy?	CETL/ID	FA, MSUAASF, COD, PCSW, PCD, Department Chairs,	June 2017
<b>Redesign existing courses and develop new courses to meet students' need for intercultural competence and a global perspective</b>	4	Provide faculty curriculum development stipends to redesign and design courses to achieve intercultural competence and global perspectives goals	Academic Affairs	Members of the Global Education Advisory Council, Dean of Global Education, ID	2017
<b>Increase communication and collaboration between campus units (Institutional Diversity and Global Education)</b>	5	Hold a joint staff meeting each semester to discuss issues related to campus environment and to collaborate on programs and events.	Provost	ID, Global Education staff members, Student Affairs Leadership, Student Affairs, EEOC & Title IX	2017

## OBJECTIVE #3 – SUPPORTIVE CAMPUS ENVIRONMENT

GOAL #1: Increase student and employee sense of personal inclusion, safety and value.

NEED	#	Action Steps	Primary Stewards	Partners	Completion Target
Sense of inclusivity	1	Complete a campus climate study to identify list of essential services for students and employees on all campuses and who attend/teach/work during non-traditional hours.	Institutional Diversity	Bargaining Units, PCD, PCSW, EEOC & Title IX	March 2017
	2	Establish a list of essential services for students who attend classes at the main campus, satellite campuses, evening and weekend classes, and through distance education delivery.	Provost	Academic Affairs, Associate Provost and Dean, Graduate Studies, Facilities, CIO, LTR,	June 2017
	3	Identify and promote existing student and employee feedback channels and address areas for improvement.	EEOC & Title IX Director	Bargaining units, Human Resources, ID	June 2017
	4	Establish workshops for faculty to revise courses to increase inclusion in all campus spaces and develop assessment tools and outcomes measures for inclusivity.	CETL, ID	HR, IR, ID, CoD	June 2017
	5	Develop and implement an inclusion orientation program for all employees that includes but is not limited to diversity/anti-racism,	CETL	Bargaining Units, ID, PCD, PCSW, HR	June 2017

		equity, empathy, anti-phobia, and anti-bullying			
	6	Establish dedicated office space for adjunct faculty and faculty that teach at satellite campuses	COD	FA	June 2017
	7	Develop a plan to strengthen the office infrastructure of the Multicultural Center by adding additional recruitment and retention specialists as well as event programming specialists.	Provost	ID	June 2017
	8	Develop/increase/improve programming to aid in helping students feel a sense of community for all diverse populations.	MSSA	Student Affairs, Academic Units, ID, Kearney Center	June 2017
	9	Strengthen the office infrastructure of Equal Opportunity & Title IX by adding a specialist position.	EEOC & Title IX	President's Office	August 2017
<b>SENSE OF PLACE AND SAFETY</b>					
	10	Develop and implement plan to redesign and increase the size of the Multicultural Center space to create a more open, inviting, culturally rich environment to address the growing diverse student body.	ID	F&A, Facilities	June 2017
	11	Develop plan to strengthen the office infrastructure of the Office of Accessibility Resources.	Office of Accessibility Resources	F&A	June 2017

## OBJECTIVE #3 – SUPPORTIVE CAMPUS ENVIRONMENT

GOAL #2: Increase recruitment, retention, and advancement of underrepresented faculty and staff at all levels of the university to enrich university life and provide role models.

.EMPLOYEE NEED	#	Action Steps	Primary Stewards	Partners	Completion Target
RECRUITMENT & RETENTION	1	Develop plan within each college, school, and division to increase number and percentage of underrepresented faculty/employees/administrators.	Cabinet	EEOC& Title IX, ID, HR, Bargaining Units, COD, Directors, Notice of Vacancy Group	June 2017
	2	Develop strategies to retain under-represented employees.	Cabinet	Bargaining Units, COD, HR, EEOC & Title IX	June 2017
	3	Revise the Affirmative Action Plan.	EEOC & Title IX Office	HR, Academic Affairs, F&A	June 2017
	4	Develop plan to expand leadership opportunities for underrepresented employees.	Cabinet	HR, PCSW, PCD, Academic Affairs, Student Affairs, EEOC & Title IX	June 2017
	5	Review compensation packages for items that might dissuade the hiring of a diverse faculty and staff including but not limited to salary, benefits (especially spousal support), moving expenses.	HR	EEOC & Title IX, ID, COD, Cabinet, Bargaining units	June 2017
	6	Review and, if necessary, create proactive training in the pre-hire process.	HR	EEOC & Title IX, Hiring officials	June 2017

## OBJECTIVE #4 – ACADEMIC INCLUSIVITY & REGIONAL STEWARDSHIP

GOAL #1: Maintain a robust set of academic courses, programs and offerings that reflect students’ interests and the region’s educational needs.

STUDENT NEED	#	Action Steps	Primary Stewards	Partners	Completion Target
ACADEMIC INCLUSION	1	Continue developing Academic four-year strategic plan with constant consideration of diverse programmatic needs (certificates, bachelor’s, master’s, doctorates).	Academic Affairs	FA, ID	On-going
	2	Conduct bi-annual community surveys regarding: degree needs and expectations, student interest, industry demands and assess region’s workforce needs through use of data.	IR	PCD, PCSW, ID, Greater Mankato Diversity Council, Greater Mankato Growth, Academic Units	On-going

## OBJECTIVE #4 – ACADEMIC INCLUSIVITY & REGIONAL STEWARDSHIP

GOAL #2: Maintain and strategically develop a robust set of course delivery times, sites, and methods responsive to students’ needs.

Need	#	Action Steps	Primary Stewards	Partners	Completion Target
ACADEMIC ASSESSIBILITY	1	Survey students to identify desire course delivery methods including potentially new courses such as J-term and short sessions.	IR	MSSA, FA, MUSSAF, Council of Deans	June 2017
	2	Develop plan that helps bridge the gap for	New Student and Family Programs	ID, Admissions, Academic Units	June 2017

		transitioning to college for underrepresented students and students with varying levels of academic preparation.			
	3	Develop a targeted number of pre-set freshman tracks by college and undecided majors (akin to Freshmen Academies where students enroll in their entire year of classes up front).	Academic Affairs	Academic Units	June 2017
	4	Implement assessment of student learning needs and expand technology-based instruction where appropriate.	Assessment Submeet	FA, CETL, Academic Affairs, IR	June 2017

## ADMINISTRATIVE IMPERATIVE #1 – ASSESSMENT & ACCOUNTABILITY FOR OUTCOMES

Improve assessments and accountability for inclusivity at every level of the university.

#	Action Steps	Primary Stewards	Partners	Completion Target
1	Administration will develop plan to provide additional resources to the Office of Institutional Research to ensure timely analysis, assessment and monitoring of the Strategic Diversity and Inclusion plan priorities.	Provost	F&A	June 2017
2	Academic Affairs will develop a plan to hold departments and faculty accountable for improving classroom environments for inclusivity and diversity including but not limited to review of promotion and tenure document requirements to show commitment to inclusion and diversity.	Provost	FA, Academic Units, Academic Deans, ID	June 2017
3	Administrative Units VPs will develop plans to ensure staff receive training and show improvements in customer service to all employees and students.	Cabinet	Bargaining units, COD, ID	June 2017
4	The President and his Cabinet will provide an end of Fall and end of Spring semesters status reports to University community about the ongoing status of the plan. These status reports will include request for ongoing feedback/assessment of the Diversity/Inclusion Plan.	President , Cabinet, ID, CoD	Bargaining units, MSSA, PCD, and WC	Fall/ Spring semesters 2016-2017
5	The Dean of Institutional Diversity/Chief Diversity Officer will have day to day responsibility for overall coordination and implementation of the plan.	President , Cabinet, ID, CoD	Bargaining units, MSSA, PCD, and WC	ongoing
6	The results of the climate study will be used to develop a long term diversity/inclusion plan for the University.	President, Provost, Cabinet, Dean of Institutional Diversity, CoD	Bargaining units, MSSA, PCD, and WC	August 2018
7	MnSCU's Dashboard on Success and Diversity will be used to gauge the success of the Diversity/Inclusion	President, Provost, Cabinet, Dean of	Bargaining units, MSSA, PCD, and WC	ongoing

	Plan. The dashboard outcomes are the specific targets for MSU's plan.	Institutional Diversity, CoD		
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## ADMINISTRATIVE IMPERATIVE #2 – FINANCIAL COMMITMENT

<b>Create and sustain an institutional financial infrastructure that effectively supports inclusivity.</b>				
#	Action Steps	Primary Stewards	Partners	Completion Target
	<b>One time funding support (\$200,000)</b>			
1	Provide support for the redesign of courses to be more inclusive and culturally relevant. (\$26,000).	President	Provost, COD	June 2017
2	Develop and implement space plan to redesign and increase the size of the Multicultural Center space to create a more open, inviting, culturally rich environment to address the growing diverse student body. (\$90,000)	ID, F & A	Student Union	August 2017
3	Administer a University wide climate study (\$60,000)	ID	PCD WC	June 2017
4	Provide additional funding to IR. (\$24,000)	Provost		
	<b>Base budget increases (\$75,000)</b>			
1	Administration will develop plan to provide additional resources to the Office of Equal Opportunity & Title IX to ensure timely and effective neutral investigation reports, handling, affirmative action plan implementation, and proactive training and campus resources. (\$75,000 – base)	President’s Office	Provost, Human Resources, EEOC & Title IX	August 2016

## ACRONYMS

AH-College of Arts and Humanities

AHN-College of Allied Health and Nursing

AVP-Assistant Vice President

COB-College of Business

COD-Council of Deans

COE-College of Education

CSET-College of Science, Engineering and Technology

F&A-Finance and Administration

FA-Faculty Association

ID-Institutional Diversity

IFO-Interfaculty Organization

IR-Institutional Research

MSU-Minnesota State University, Mankato

PCD-President's Commission on Diversity

PCSW-President's Commission on the Status of Women

## KEY TERMS & DEFINITIONS

There may be many definitions of the words or phrases below, but the definitions provided indicate how the MnSCU Strategic Inclusion Committee has defined them for the purposes of this document.

**Academic Success**—The demonstration of student achievement in higher education through a series of indicators including, but not limited to: grade point average, rigorous coursework, acceptance to program major, persistence towards graduation, and graduation.

**Access(ible)**—Refers to a student’s opportunity to participate in all of the education-related offerings provided by an educational Institution. Traditional access-related initiatives in higher education seek to remove barriers and provide support for historically underserved or underrepresented students.

**Affinity Groups**—Groups or programs that connect individuals based on interests, identities, and circumstances. Such programs can be especially helpful to first-year students and students from underrepresented backgrounds.

**Brave Space**—A community space where different points on a journey of learning and growing are acknowledged.

**Campus Climate**—The cumulative and continuing perception of the context in which the current attitudes, behaviors, and standards of faculty, staff, administrators, and students concerning the level of respect for individual needs, abilities, and potential are felt.

**Co-curricular Learning**—Learning that takes place outside of a traditional classroom model (or curriculum) that directly relates to or enhances one’s understanding of the targeted content area. Examples of co-curricular programs include study abroad, internships, symposia, conferences, and lectures.

**Cultural Competence**—Cultural Competence is the policies and practices of an organization, or the values and behaviors of an individual, that foster effective cross-cultural communication. It is a point on a continuum that ranges from cultural destructiveness to cultural proficiency. A culturally competent organization values the people who work there, understands the community in which it operates, and embraces its clients as valuable members of that community. This means that the culture of the organization promotes inclusiveness and institutionalizes the process of learning about differences. Cultural competence suggests a willingness to expand the organization’s paradigm for culture.

Members of an organization with cultural competence as a goal examine their own cultures to understand how they, as cultural entities, impact the perception and interaction of those who are different. This means identifying the dynamics of difference caused by historical distrust. Clearly understanding who we are and accepting how others perceive us is one of the first steps towards cultural competence. The next step is the same underlying, non-defensive examination of the organization’s culture.

**Culturally Relevant/Responsible**—Recognizing, understanding, and applying attitudes and practices that are sensitive to and appropriate for people with diverse backgrounds, experiences, and perspectives.

**Culture**—Denotes the way of life of a group of people, encompassing their ideas, values, beliefs, norms, language, traditions, and artifacts.

**Diversity**— Diversity at Minnesota State University, Mankato is a commitment to create an understanding and appreciation of diverse peoples and diverse perspectives; a commitment to create an academic, cultural, and workplace environment and community that develops mutual respect for all and celebrates our differences. Meeting this commitment requires a transformation of the University Community to respect, teach, and learn from differences that can separate rather than unite the University Community as a genuine learning, teaching and living community dedicated to the education of all. These differences may include, but are not limited to, gender, ethnicity, race, national origin, socio-economic status, religion, gender identity, gender expression, abilities/disabilities, age, physical appearance, marital/partnered status, and veteran status. Meeting this commitment also requires action from the entire University Community to end discrimination and prejudice by and toward all people and groups.

**Domestic/local multicultural experiences**—Off-campus engagement opportunities with diverse communities (racially, culturally, socioeconomically, religiously, etc.) within the state of Minnesota or within the United States. This distinction was made in response to traditional immersion activities outside of the United States or what is more commonly referred to as study abroad.

**Early Alert**—A system in which faculty can log student behaviors that have been deemed strong indicators for dropping out or stopping out from college. Such systems have become more popular in higher education as institutions seek to improve their abilities to identify high-risk behavior.

**Equity/Equitable**—The proportional distribution or parity of desirable outcomes across groups. Sometimes confused with equality, equity refers to outcomes, while equality connotes equal treatment. Where individuals or groups are dissimilarly situated, equal treatment may be insufficient for or even detrimental to equitable outcomes. An example of equity is individualized educational accommodations for students with disabilities, which treat some students differently in order to ensure the equitable access to education.

**Ethnicity**—The shared sense of common heritage, ancestry, or historical past among an ethnic group. Ethnicity is a distinct concept of race, as illustrated by the fact that Hispanics, designated an ethnic group in the United States may nevertheless be of any race. In accordance with the Office of Management and Budget definition of ethnicity, the U.S. Census Bureau defines ethnicity or origin as “the heritage, nationality group, lineage, or country of birth of the person or the person’s parents or ancestors before their arrival in the United States.”

**First Generation Student**—

- (MnSCU Definition) A student whose parent(s)/legal guardian(s) have not completed a bachelor’s degree at a four-year college or university.

- (Federal Definition) Undergraduates whose parents never enrolled in postsecondary education (<http://nces.ed.gov/pubs98/98082.pdf>)

**Global**—Activities, events, programs, and other learning experiences that are directly connected to international communities, cultures, and contexts.

**Inclusion**—Organizational strategies and practices that promote meaningful social and academic interactions among persons and groups who differ in their experiences, their views, and their traits. Expanding upon efforts that promote diversity on the basis of demographic differences.

**(Inter) Cultural Competence**—An ability to learn about and interact effectively with people of diverse backgrounds, experiences, and perspectives. This competence comprises four components: (1) awareness of one’s own cultural worldview, (2) attitude towards cultural differences, (3) knowledge of different cultural practices and worldviews, and (4) cross-cultural skills.

**Intercultural Engagement**—Refers to educational opportunities, events, and programs that invite individuals to step into new cultural contexts with the intent of developing greater cultural competence.

**Intergroup Dialogue**—A facilitated, face-to-face discussion with the objective of creating new levels of understanding, relating, action between two or more social identity groups.

**Interreligious Engagement**—Events, projects, and curriculum designed to support activities related to the study and practice of religion in comparative and cross-cultural contexts.

**Learning Communities**—A group of people actively engaged in learning together, from each other, and by habituation.

Learning Communities often consist of two courses linked together to explore common themes and encourage partnerships with professors and peers.

**Multicultural**—Refers to a collective variety of cultures that can be defined along racial, sex, class, sexual orientation, gender identity, gender expression, language, religious, and education lines. Goals for multicultural education vary along a continuum that includes demographic inclusion, student empowerment, intergroup understanding, educational equity, and social transformation.

**Personal Safety**—A person’s sense of safety as it relates to social, intellectual, physical, and cultural interactions, and spaces.

**Safe Spaces**—Spaces where students, community members, and employees feel socially and physically safe to represent their full identities and share their unique perspectives.

**Underrepresented**—Any individuals who are historically underrepresented in American higher education in terms of: race/ethnicity/nationality, gender, parental education level, socioeconomic status, disability, sexual orientation, gender identity, gender expression, age, or spirituality/religiosity/philosophy.

## APPENDIX: BENCHMARK DATA

1. Community Diversity
  - a. LGBT Information

### Nonwhite Individuals More Likely to Identify as LGBT

Nonwhites are more likely than white segments of the U.S. population to identify as LGBT. The survey results show that 4.6% of African-Americans identify as LGBT, along with 4.0% of Hispanics and 4.3% of Asians. The disproportionately higher representation of LGBT status among nonwhite population segments corresponds to the slightly below-average 3.2% of white Americans who identified as LGBT.

*Do you, personally, identify as lesbian, gay, bisexual, or transgender?*

	Yes	No	DK/Ref
	%	%	%
Non-Hispanic white	3.2	93.9	2.8
Black	4.6	90.1	5.3
Hispanic	4.0	90.2	5.8
Asian	4.3	92.0	3.7

Gallup Daily tracking  
June 1-Sept. 30, 2012

<http://www.gallup.com/poll/158066/special-report-adults-identify-lgbt.aspx>

2. Disabled Adults: With a disability, under age 65 years, percent, 2010-2014 (Minnesota) 7.0% (US) 8.5% (2009 -013 American Community Survey 5 Year Estimates)
3. MN Population by Races (2015) [<https://suburbanstats.org/population/how-many-people-live-in-minnesota>]

Race	Population	% of Total
<b>Total Population</b>	5,303,925	100
White	4,524,062	85
Black or African American	274,412	5
Hispanic or Latino	250,258	4
Asian	214,234	4
Two or More Races	125,145	2
Some Other Race	103,000	1
American Indian	60,916	1
Three or more races	9,880	Below 1%
Native Hawaiian Pacific Islander	2,156	Below 1%
Native Hawaiian	573	Below 1%

Alaska Native tribes	251	Below 1%
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4. MN Population by Gender and Ethnicity (2015)

[<https://suburbanstats.org/population/how-many-people-live-in-minnesota>]

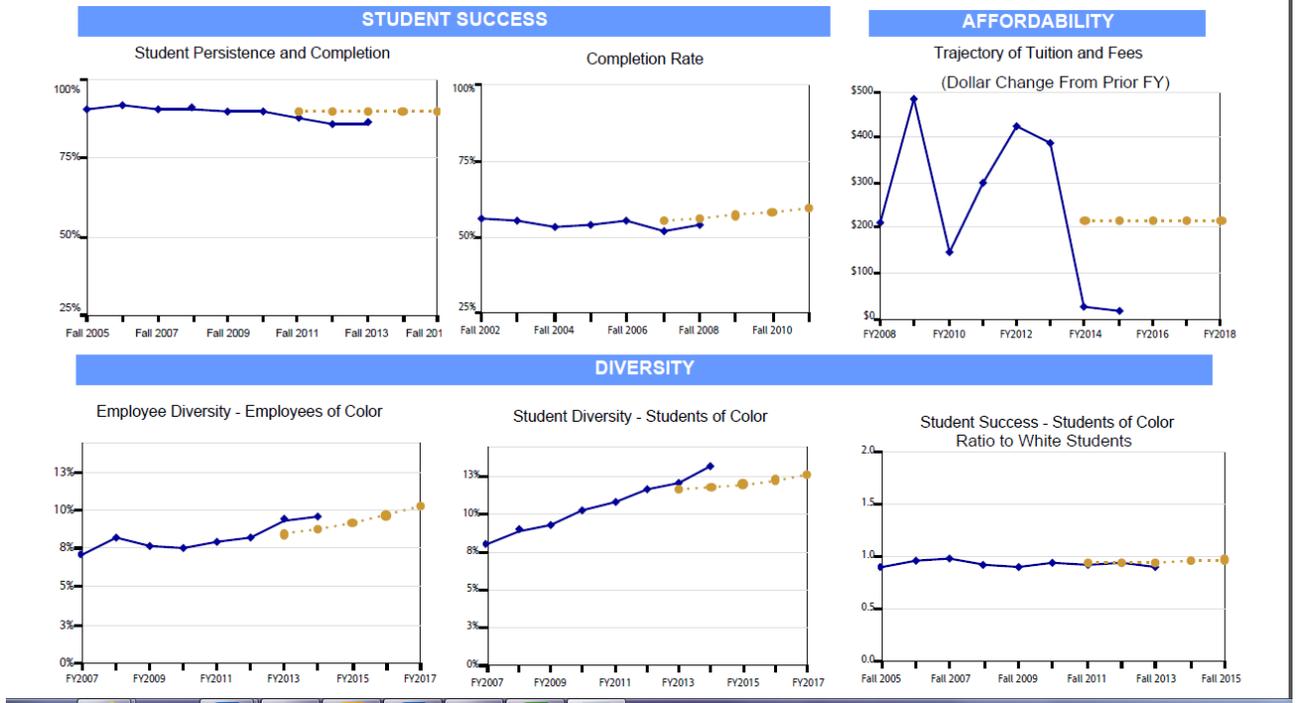
	Male	Female	Total
<b>Total Population</b>	2,632,132	2,671,793	5,303,925
White	2,239,666	2,284,396	4,524,062
Black or African American	139,817	134,595	274,412
Hispanic or Latino	131,870	118,388	250,258
Asian	103,939	110,295	214,234
Two or More Races	61,979	63,166	125,145
Some Other Race	55,417	47,583	103,000
American Indian	30,234	30,682	60,916
Three or more races	4,833	5,047	9,880
Native Hawaiian Pacific Islander	1,080	1,076	2,156
Native Hawaiian	278	295	573
Alaska Native tribes	116	135	251

5. The charts below shows the diversity of the campus faculty as of June, 2014 by percent and the MN (2015) population

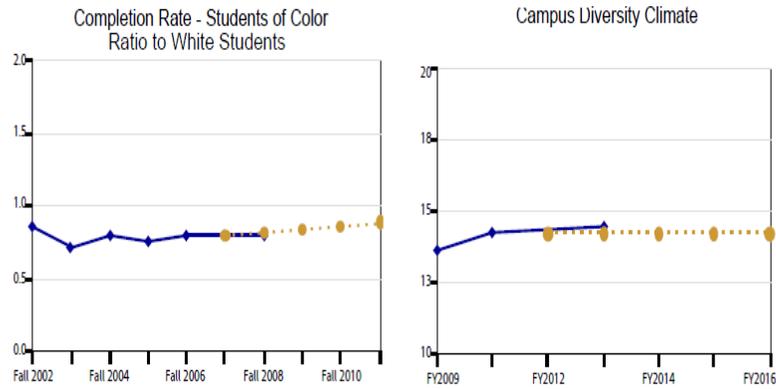
People	African/ African American /Black	Asian alone	Hispanic or Latino	Native American/ American Indian	White alone, not Hispanic or Latino,	Native Hawaiian and Other Pacific Islander alone,
MSU Mankato 2014 Student Population	4.51	3.13	3.34	0.24	78.06	0.04
MSU Faculty	2.50	10.00	1.33	0.50	85.67	0.00
MN	5.00	4.00	4.00	1.00	85.00	Below 1%

6. Faculty Diversity as of June, 2014 by College: **REMOVED FOR PRIVACY REASONS**

## 7. MnSCU Benchmarks for Student Success and Diversity



## 8. MnSCU Student Completion Rate and Campus University Climate Benchmark



Source: System Office Research, Academic and Student Affairs Division

04/27/15

## 9. MnSCU Student Success Additional Benchmarks

## Student Success

### Student Persistence and Completion

#### Percent Persisting, Transferring, or Graduating by Second Fall

	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Actual	90.4%	91.6%	90.5%	90.8%	89.8%	90%	87.9%	85.7%	86.2%		
Goal							89.9%	89.9%	89.9%	90%	90%
Variance <sup>a</sup>							-2	-4.2	-3.7		

Change from Fall 2005 to Fall 2013: -4.2.

#### Number of Students in Fall Entering Cohort

Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
3,224	3,050	3,298	3,284	3,220	3,456	3,572	3,292	3,372		

### Completion Rate

#### Percent Completing in Three Years (Colleges) or Six Years (Universities)

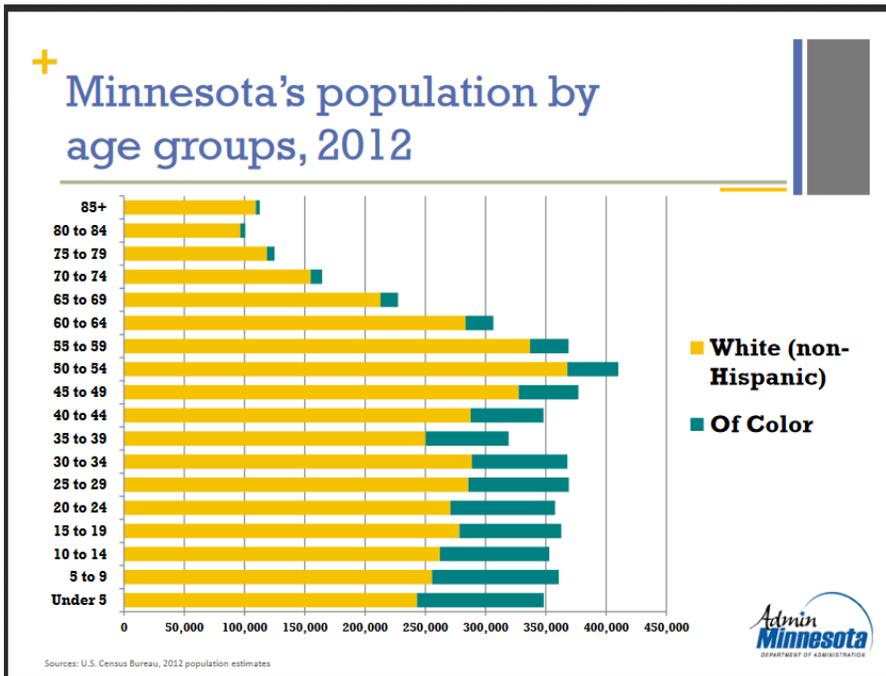
	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Actual	56%	55.2%	53.2%	54.2%	55.2%	52.2%	54.1%			
Goal						55.6%	56.3%	57.2%	58.4%	59.8%
Variance <sup>a</sup>						-3.4	-2.2			

Change from Fall 2002 to Fall 2008: -1.9.

#### Number of Students in Fall Entering Cohort

Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
3,006	3,216	3,112	3,224	3,050	3,298	3,284			

## 10. MN Population by age group (2012)



11. Undergraduate Admits/Enrollment 2016-2017

Current Institutional Research Data as of 5/12/2016

	AFRICAN AMERICAN			ASIAN AMERICAN			LATINO			AMERICAN INDIAN			TOTAL (2+ included)		
	2014	2015	2016	2014	2015	2016	2014	2015	2016	2014	2015	2016	2014	2015	2016
<b>ACCEPTED APPLICANTS</b>	475	579	540	594	634	594	372	470	481	30	31	26	1,732	1,968	1,948
<b>ENROLLMENT CONFIRMATIONS</b>	108	168	173	126	141	134	111	151	180	8	13	9	484	579	623

**GENERAL POPULATION DATA**

\*Not Including International Students

	2014	2015	2016
<b>ACCEPTED APPLICANTS</b>	7,354	7,462	7,567
<b>ENROLLMENT CONFIRMATIONS</b>	2,781	2,994	3,149



Multicultural Recruitment  
3-Year Strategic Plan

## Where are we now?

- Current Minnesota State University, Mankato Data (Institutional Research)

- Applicants and Admits – Data as of 6/6/2016

	African American			Asian American			Latino			American Indian			Total for Students of Color		
	2015	2016	% change	2015	2016	% change	2015	2016	% change	2015	2016	% change	2015	2016	% change
Total Apps	1,354	1,434	+5.6%	948	935	-1.4%	905	1,081	+16.3%	66	61	-7.6%	3,273	3,511	+6.8%
<b>Accepted</b>	<b>629</b>	<b>584</b>	<b>-7.2%</b>	<b>657</b>	<b>632</b>	<b>-3.8%</b>	<b>483</b>	<b>508</b>	<b>+4.9%</b>	<b>34</b>	<b>28</b>	<b>-17.6%</b>	<b>1,803</b>	<b>1,752</b>	<b>-2.8%</b>
FYE	494	445	-9.9%	583	551	-5.5%	411	421	+2.4%	25	23	-8.0%	1,513	1,440	-4.8%
TRF	112	120	+6.7%	60	61	+1.6%	68	84	+19.0%	7	3	-57.1%	247	268	+7.8%
GRAD	23	18	-21.7%	14	20	+30%	4	3	-25%	2	2	+0.0%	43	43	+0.0%
<b>Enroll</b>	<b>202</b>	<b>199</b>	<b>-1.5%</b>	<b>155</b>	<b>148</b>	<b>-4.5%</b>	<b>176</b>	<b>200</b>	<b>+12.0%</b>	<b>14</b>	<b>11</b>	<b>-21.4%</b>	<b>547</b>	<b>558</b>	<b>+2.0%</b>
FYE	135	130	-3.7%	121	108	-10.7%	139	145	+4.1%	11	9	-18.2%	406	392	-3.4%
TRF	65	64	-1.5%	34	35	+2.9%	37	54	+31.5%	2	2	+0.0%	138	155	+11.0%
Denied Apps	210	340	+38.2%	88	112	+21.4%	148	191	+22.5%	8	6	-25.0%	454	649	+30.1%
Pending Apps	515	510	-1.0%	203	191	-5.9%	274	382	+28.3%	24	27	+11.1%	1,016	1,109	+8.4%

- Current Enrollment – Data as of 6/6/2016

	African American			Asian American			Latino			American Indian			Total for Students of Color		
	2014	2015	% change	2014	2015	% change	2014	2015	% change	2014	2015	% change	2014	2015	% change
<b>Total Enrolled</b>	<b>672</b>	<b>708</b>	<b>+5.1%</b>	<b>489</b>	<b>521</b>	<b>+6.1%</b>	<b>475</b>	<b>521</b>	<b>+8.8%</b>	<b>33</b>	<b>49</b>	<b>+32.7%</b>	<b>1,669</b>	<b>1,799</b>	<b>+7.2%</b>
Undergrad	617	643	+4.0%	437	473	+7.6%	439	495	+11.3%	27	38	+28.9%	1,520	1,649	+7.8%
Graduate	55	65	+15.4%	52	48	-7.7%	36	26	-27.8%	6	11	+45.5%	149	150	+0.7%

- Current State Population Trends

- Minnesota Population Spread (U.S. Census Bureau)

- White: 81.4%
- Black: 5.9%
- Latino: 5.1%
- Asian: 4.7%
- Two or More: 2.3%
- American Indian: 1.3%

- Minnesota Population Growth (U.S. Census Bureau)
  - Percent of Total Population Projected to Be Non-White

Year	Minnesota	United States
2015	18.7%	37.6%
2020	20.4%	39.9%
2025	21.8%	42.2%
2030	23.2%	44.5%
2035	24.8%	46.9%

- Future Projections (MN State Demographic Center)
  - In Minnesota, people of Color (those who identify as a race other than White alone, and/or those who are Hispanic) make up 19% of the total population. Non-Hispanic White Minnesotans represent the remaining 81% of the statewide population (2014).
  - All race groups have grown recently in MN, but between 2010 and 2014, the state has added four times as many people of Color as non-Hispanic White residents. Populations of Color are distributed unevenly across the state, and are more likely to live in metro areas than rural areas.
  - Younger Minnesotans are more racially diverse than older Minnesotans. In three counties in Minnesota--Mahnomen, Nobles, and Ramsey--more than half of the population under age 5 is a child of Color (69%, 63% and 54%, respectively). Statewide, 31% of children under age 5 are children of Color--either American Indian, Asian, Black, Multiracial, and/or Hispanic.
- Current State Education Trends
  - Top 10 List of diverse high schools (MN Dept. of Education) – 2015-16 Enrollment Data
    - Lists do not include charter, international, alternative, magnet, or other specialized program schools
  - Top 10 Overall Diverse MN High Schools

School Name	District Name	Total Diversity %
Harding Senior High	St. Paul	93%
South Senior High	Minneapolis	67%

Johnson Senior High	St. Paul	89%
Central Senior High	St. Paul	63%
Humboldt Secondary	St. Paul	94%
Robbinsdale Cooper Senior High	Robbinsdale	69%
Osseo Senior High	Osseo	56%
Champlin Park High School	Anoka-Hennepin	39%
Roseville Area Senior High	Roseville	47%
Henry Senior High	Minneapolis	92%

## Where do we want to be?

- Mission Statement
  - The recruitment branch of Institutional Diversity is committed to providing access and opportunity to higher education for multicultural prospective students and their families by fostering a sense of community and dedicating our efforts to the success of the students we serve.
- Vision Statement
  - To be the institution of choice for multicultural students in Minnesota and surrounding states.
- Recruitment Goals
  1. Increase multicultural student total applications as follows:
    - Total diverse population by **8%** each enrollment year
      - African American population by **10%** each enrollment year
      - Asian American population by **10%** each enrollment year
      - Latino population by **10%** each enrollment year
      - American Indian population by **5%** each enrollment year
  2. Increase multicultural student accepted applications as follows:
    - Total diverse population by **8%** each enrollment year
      - African American population by **5%** each enrollment year
      - Asian American population by **10%** each enrollment year
      - Latino population by **10%** each enrollment year
      - American Indian population by **10%** each enrollment year
  3. Increase multicultural student enrollment as follows:
    - Total diverse population by **10%** each enrollment year
      - African American population by **7%** each enrollment year
      - Asian American population by **12%** each enrollment year
      - Latino population by **15%** each enrollment year
      - American Indian population by **20%** each enrollment year

## How will we get there?

- Define Strategies to Reach Goals
  - Expose our campus to underrepresented students, families, community members, and school representative through on-campus signature events and targeted campus visits
    - Bring a minimum of 2,500 prospective students to our campus annually through targeted campus visits or signature events
  - Promote the University brand in multicultural communities across Minnesota by engaging in ethnic community events and targeted recruitment fairs
    - Attend a minimum of 10 ethnic community events annually
  - Establish a concrete follow-up plan including phone calling, mailings, e-mails, and in-person visits to prospective students
- Action Plan
  - Offer targeted family campus visits annually (1 large event and 4 per area)
  - Create one college readiness program for middle school Native students and their families
  - Create 2-2 recruitment plan with 2 MnSCU community colleges
  - Offer recruitment sessions options in Spanish, Hmong, and Somali
- Performance Measures
  - Analyze enrollment data gathered by Institutional Research to assess set goals
  - Assess number of contact cards collected in order to gain understanding of the number of people and type of audience reached
  - Review evaluation forms for signature programs and events to continuously create improvements