UNIVERSITY DIVERSITY PLAN
2012-2013

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Version 12
September 9, 2012

Metropolitan State University
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# Table of Contents

EXECUTIVE SUMMARY 3

METROPOLITAN STATE UNIVERSITY DIVERSITY PLAN | 2011-2014 4

DEVELOPMENT OF THE UNIVERSITY DIVERSITY PLAN 9

GOALS 14

2012-13 ROLLOUT STRATEGY 16

PRESIDENT’S THEME FY 2013 | JUSTICE, JUST US 18

DIVERSITY STRUCTURE 19

PRESIDENT’S CHARGE TO THE DIVERSITY COUNCIL 20

UNIT DIVERSITY PLAN TEMPLATE 2012-13 22

PRESIDENT’S CHARGE TO THE DIVERSITY COUNCIL CO-CHAIRS 23

APPENDIX A: ACTION SUGGESTIONS FROM 2011 DIVERSITY SUMMIT 23

APPENDIX B: 2012 AMERICAN INDIAN ADVISORY COMMITTEE RESPONSE TO THE PRESIDENT 29

APPENDIX C: ANTI-RACISM LEADERSHIP TEAM RECOMMENDATIONS 35
The purpose of this University Diversity Plan is to transform Metropolitan State University into the organization that all other urban and metropolitan universities aspire to emulate, by mobilizing the entire organization to promote diversity and inclusion, cultural competency, and equity across the entire institution. It also affirms the University’s commitment, consistent with the mission and vision of the institution, to achieve an antiracist workplace and learning environment where all members of the University community have the opportunity to thrive.

This plan draws on a rich array of University resources, activities, and commitments already in place. It is informed by campus climate surveys, by recommendations of groups such as the Anti-Racism Leadership Team and the American Indiana Advisory Committee, and by the experience and expertise of many campus constituencies and teams such as the Diversity Learning Task Force. The preliminary University Diversity Plan and goals were subject of robust dialogue and feedback from the University community during 2011-2012, which further informed the development of this plan.

This Diversity Plan identifies four overarching goals that the institution should strive to accomplish in the coming years:

**Goal 1:** Work to better serve and recruit students and employees who represent the rich racial, cultural, and experiential diversity of the Twin Cities.

**Goal 2:** Achieve workplace and learning environments in which students and employees from underrepresented groups feel valued, respected and welcome and in which they all have equitable opportunities to participate and succeed.

**Goal 3:** Provide opportunities to develop graduates and employees who have the skills and cultural competency required to successfully navigate and lead in a racially, economically, and culturally diverse world.

**Goal 4:** Create a learning community and workplace that encourages an understanding of anti-racist theory and practices in an institution of higher education that promotes civic engagement, community building, and success of all members.

During 2012-13, the President will establish a University Diversity Council to promote this work. Additionally, each division, subdivision, college, and school will be asked to identify its own action plan for pursuing these goals and this work.
Metropolitan State University was founded to meet the needs of underserved populations within the Twin Cities metropolitan area. The University’s mission, vision, and core values all call for the University to meet the needs of diverse students, underserved communities, and students of color in a manner that is inclusive, engaged, respectful, and equitable.

Mission

Metropolitan State University is a comprehensive urban university committed to meeting the higher education needs of the Twin Cities and greater metropolitan population. The university will provide accessible, high quality liberal arts, professional and graduate education to the citizens and communities of the metropolitan area, with continued emphasis on underserved groups, including adults and communities of color. Within the context of lifelong learning, the university will build upon its national reputation for innovative student-centered programs that enable students from diverse backgrounds to achieve their educational goals. The university is committed to academic excellence and community partnerships through curriculum, teaching, scholarship, and services designed to support an urban mission.

Vision

Metropolitan State University, a member of the Minnesota State Colleges and Universities, will be the premier urban, public, comprehensive System university in the Twin Cities metropolitan area and will focus on providing high-quality, affordable educational programs and services in a student-centered environment. The faculty, staff, and students of Metropolitan State will reflect the area’s rich diversity, build a culturally competent and antiracist learning community, and demonstrate an unwavering commitment to civic engagement.

Core Values

The following core values form the foundation and identity of the Metropolitan State University community:

- Excellence
- Diversity and Inclusion
- Engagement
- Open, Respectful Climate
- Integrity

Located on multiple campuses in the seven-county Twin Cities metropolitan region, Metropolitan State University has made substantial progress in fulfilling the commitment conveyed in its mission, vision, and core values:
Metropolitan State enjoys the most diverse student body of any university in the state; 32% are people of color, and 77% are from underrepresented populations (i.e., students of color, American Indian, first-generation college students, or Pell-grant-eligible students).

Approximately 25% of Metropolitan State’s faculty and staff are men and women of color.

Metropolitan State has invested significantly in cultural programming, retention efforts, and antiracism training to promote equity and effectiveness in serving a diverse student body.

Compared with students at other universities in Minnesota and across the nation, Metropolitan State students are much more likely to report on their NSSE surveys that diverse perspectives (different races, religions, genders, political beliefs, etc.) are included in class discussions and/or writing assignments.

Metropolitan State students also are more likely than other students in Minnesota to have had serious conversations with students of a different race or ethnicity than their own (according to NSSE survey results).

Metropolitan State has pioneered the development of academic programs that are especially designed to meet the needs of a diverse society, such as the distinctive educational models found in the Urban Teacher Program, the Social Work Program, and the Advanced Dental Therapy program.

At the same time, much remains to be done. The 2005 and 2006 Campus Climate Surveys, focus groups held by the Anti-Racism Leadership Team and resulting report and recommendations (issued in 2009), the 2009 Valuing People Survey, the 2009 National Survey of Student Engagement (NSSE), and the 2011 Campus Climate Survey all indicate that there are important opportunities for improvement:

The Campus Climate Surveys show that students of color are relatively disadvantaged with respect to what they experience in terms of an equitable and respectful campus climate. They acknowledge that Metropolitan State is more hospitable to underrepresented and underserved populations than other organizations in the Twin Cities region but indicate that we still have not reached our goals.

The Valuing People Survey shows that there are significant issues of respect and civility among our employees, and indicates opportunities for improvement.

The NSSE results show that even though our students and alumni anecdotally brag about the opportunity Metropolitan State offers students to associate with and learn from others of a different race, ethnicity, or cultural heritage, nearly half report that
they have never or only sometimes had serious conversations with students of a different race or ethnicity.

- Incidental reports received by the Affirmative Action Office indicate that students are still experiencing racially or culturally insensitive or offensive interactions with faculty, staff, or other students.

- Focus groups that were conducted to follow up on the 2006 Campus Climate Survey provide further information about and evidence of the experiences of our students and employees of color, and indicate significant opportunities for improvement.

- The 2011 Campus Climate Survey indicates that both employees of color and students of color experience a less positive campus climate than to white employees and students. These survey results indicate areas in which equity is evident and areas in which there are significant “gaps” in the experience of our students or employees of color.

_The purpose of this University Diversity Plan is to transform Metropolitan State University into the organization that all other urban and metropolitan universities aspire to emulate, by mobilizing the entire organization to promote diversity and inclusion, cultural competency, and equity across the entire institution._ For the purposes of this plan, we will use the definitions provided by the University of California-Berkeley’s “Strategic Plan for Equity, Inclusion, and Diversity: Pathway to Excellence 2009” (pp. 33-34):

- **Diversity** includes all the ways in which people differ, and it encompasses all the different characteristics that make one individual or group different from another. It is all inclusive and recognizes everyone and every group as part of the diversity that should be valued. A broad definition includes not only race, ethnicity, and gender [identity and expression] . . . but also age, national origin, religion, disability, sexual orientation, socioeconomic status, education, marital status, language, and physical appearance. It also involves different ideas, perspectives, and values.”

- **Inclusion** is the act of creating environments in which any individual or group can be and feel welcomed, respected, supported, and valued to fully participate. An inclusive and welcoming climate embraces differences and offers respect in words and actions for all people.”

- **Cultural Competency** is a set of academic and interpersonal skills that allow individuals to increase their understanding, sensitivity, appreciation, and responsiveness to cultural differences and the interactions resulting from them. . . . Cultural competence refers to an ability to interact effectively with people of different cultures. Cultural competence comprises four components: (a) Awareness of one’s own cultural worldview, (b) Attitude towards cultural differences, (c) Knowledge of different cultural practices and worldviews, and (d) Cross-cultural skills.”
“Equity is the guarantee of fair treatment, access, opportunity, and advancement for all students, faculty, and staff, while at the same time striving to identify and eliminate barriers that have prevented the full participation of some groups.”

As Figure 1 illustrates, these themes are mutually interrelated but refer to slightly different aspects of a complex enterprise.

- Diversity and inclusion refer to the organization as a whole.

- Cultural competency refers more to the knowledge and ability of individuals that enable them to interact effectively with those of other cultures.

- Equity refers to the results obtained for our students, employees, and other participants.

None of these themes can be considered in isolation, as all are necessary to achieve the model of success to which we aspire. Recognizing these subtle differences enables us to more clearly identify strategies to pursue on each front, and to anticipate how strategies undertaken with respect to one theme may support and enhance progress toward another.

Anti-racism is a separate and distinctive theme of our University Diversity Plan. Members of the University community have expressed a strong interest in having antiracism explicitly incorporated into the University Diversity Plan so that the social construct of race and the special challenges it poses are not “diluted” by simply including race under the broader theme of “diversity.” Anti-racism refers to the intentional dismantling not only of interpersonal and attitudinal racism but also of institutional racism – i.e., “the systematic distribution of resources, power and opportunity in our society to the benefit of people who are white and the exclusion of people of color” (Solid.Ground.org).
“Diversity” refers to differences among people within the organization, including race, ethnicity, gender, gender expression, age, national origin, religion, disability, sexual orientation, socioeconomic status, education, marital status, language, physical appearance, values, and worldviews.

“Inclusion” refers to an organizational climate in which any individual or group can feel welcomed, respected, supported, and valued to fully participate, which embraces differences and offers respect for all.

“Cultural Competency” refers to academic and interpersonal skill development of individuals that allows them to interact effectively with people of different cultures. It includes self-awareness, attitudes, knowledge, and personal skills.

“Equity” refers to fair treatment, participation, and advancement for all groups.
Activities during the 2010-2011 and 2011-2012 academic years laid much of the creative groundwork for the development of this plan. These activities included (but were not limited to) the following:

1. In fall 2010, the President’s Cabinet reviewed MnSCU’s Diversity Plan, recommendations previously prepared by the Anti-Racism Leadership Team, and their own areas’ activities and efforts to meet the objectives of the MnSCU Plan. The President stressed that this work is the responsibility of every division, college, office, and level of the University. Each Cabinet member was asked to articulate the activities by which his or her area of responsibility had aligned or would align its activities with the MnSCU diversity goals and the President’s framework.

This exercise demonstrated that an impressive amount of activity and programming was underway across the University to address issues of diversity and inclusion, cultural competency, equity, and anti-racism. These efforts included curricular design and course content, professional development activities, cultural programming, student recruitment and retention programs, business practices, and a number of committees and working groups. These activities, however, were not particularly coordinated across units, were not widely reported on or known about by the larger University community, and were not consistently assessed and evaluated in terms of strategic effectiveness.

In short, this exercise demonstrated that although the University had not yet developed an integrated organizational strategy for articulating or carrying out its goals, there was a significant level of interest, commitment, experience, and expertise on which to draw in developing the organizational strategy. In early 2011, the President and Cabinet drafted a University Diversity Plan with three overarching goals and circulated it for review and feedback by the larger University community and governing groups.

2. Also in fall 2010, a new Diversity Learning Task Force was formed with leadership and participation from both Student Affairs and Academic Affairs. This Task Force planned and conducted a rich array of integrated programming throughout the year designed to take a more holistic approach to issues of diversity and social justice than had characterized earlier years’ cultural programming. More than 800 attendees took advantage of these programs, and the programs brought community leadership into the programs as well. Major events included:

   a. Cultural Programming Town Hall (60 attended)
   b. State of the Community Panel of community leaders (83 attended)
   c. Empowering Communities, with local non-profits (85 attended)
   d. Bullied, which focused on anti-GLBT bullying in K-12 education (120 attended)
e. Ireland, dealing with the Irish Diaspora and its influence on the US (71 attended)

f. Immigration, dealing with SB1070 (112 attended)

g. Dream Keeper, a film and discussion about Native American experience (31 attended)

h. Genocide Awareness, with a panel of experts on genocide (46 attended)

i. Global Food and Fashion, a celebratory event at the Minneapolis Global Market (200+ attended)

The Diversity Learning Task Force further planned cultural programming for the 2011-12 academic year, including a major fall semester 2011 diversity conference, the Baobab Conference.

3. The President experimented with redeploying professional development resources that previously had been expended on the Anti-Racism Leadership Team’s annual two-day anti-racism training and used those resources instead to sponsor faculty, staff, and student attendance at an array of local professional development activities addressing issues of race and white privilege. These included:

   a. Minneapolis YWCA “It’s Time to Talk” event (27 attended)
   b. “Bringing It Home: Difficult Dialogue about Race” (91 attended)
   c. Overcoming Racism Conference in St. Paul (18 attended)
   d. American Indian Conference (6 attended)
   e. 12th Annual White Privilege Conference in Minneapolis (30 attended)

As a result of this redirection of resources and connection with these local events, Metropolitan State was invited to host the fall 2011 Overcoming Racism Conference which will enable more faculty, staff, and students to attend.

4. The President’s Cabinet participated in an IDI (Intercultural Development Inventory) assessment and workshop as well as an Intercultural Conflict Communication assessment and workshop. And throughout the year, the President and/or the Chief Diversity Officer (Truly Webb) met with interest groups, caucuses, and advisory groups to discuss issues or concerns related to matters of diversity and/or racism and to promote open dialogue.

5. The Anti-Racism Leadership Team and the Diversity Learning Task Force developed new awards to recognize faculty or staff leadership with respect to antiracism and awarded its first such award at the spring 2011 Global Food and Fashion event.

6. The Anti-Racism Leadership Team also administered a 2011 Campus Climate survey, following earlier Campus Climate surveys administered in 2005 and 2008. Eight
percent of the invited students (633) completed the survey; 42% of invited employees (468) completed this survey. The ethnic identification of respondents who completed the survey closely resembles that of the student or employee populations, with 31% of the student respondents identifying themselves as persons of color and 25% of the employee respondents.

7. In 2011, the president met with Metropolitan State University’s American Indian Advisory Council (AIAC) to consider this question, “What three things could Metropolitan State University do right now to have a positive impact on its American Indian community?” The AIAC issued a report calling for three initiatives and a number of actionable items under each initiative, and it includes specific recommendations for actions by Academic Affairs, Student Affairs, and University Advancement. This report is included as Appendix A (page 24).

8. In May 2011, the University held a day-long Diversity Planning Retreat. Twenty-nine faculty, staff, and administrators participated. Invitees included representatives from IFO, MSUAASF, AFSCME, MAPE, MMA, IMAC, ARLT, Black Caucus, Asian Caucus, American Indiana Advisory Council, Provost, Academic Deans Council, Student Affairs, CCB, Human Resources, EOD Office, University Advancement, and Student Senate. These representatives met with the President to further articulate and strategically develop the overarching institutional goals that had previously been identified by moving through a series of inquiries.

As a result of this planning retreat:

a. The three University goal statements were refined and a fourth goal statement adopted. Strategies were identified for each goal, as well as key questions for discussion at the fall 2011 Diversity Summit. The University Diversity Plan was revised to incorporate these changes and to document the process of development.

b. The group planned for a Diversity Summit to be held in fall 2011. This Diversity Summit introduced the four Metropolitan State University Diversity Plan goals and invited members of the University community to become actively involved in strategies to bring about our fulfillment of these goals.

c. The group also recommended formation of a University Diversity Council to oversee implementation of this Diversity Plan and to provide more enduring leadership and coordination of diversity learning and antiracism efforts.

9. In September 2011, 21 members of the Diversity Planning Retreat group reconvened to review the revised University Diversity Plan and to plan for the Diversity Summit. The plan was revised again to incorporate changes identified at that session, and this document in the result. Copies of the revised plan were shared with IFO and MSUAASF through the meet-and-confer process.
10. In October 2011, a University-wide Diversity Summit was held to share the Diversity Plan goals and to elicit input from the University community. Over 100 students, faculty, and staff attended the Diversity Summit. For those who could not attend in person, materials and opportunities for input were made available online. The dozens of suggested actions were reviewed and summarized by members of the Diversity Planning Retreat group. Appendix B (page 31) enumerates these 52 suggested actions. IFO also provided input through the meet-and-confer process.

11. November 2011 marked four milestones in the University’s efforts to pursue its diversity goals.

   a. The 2011 Campus Climate Survey preliminary findings were released. Among the findings were significant gaps in the perceptions of employees of color and white employees as well as in the perceptions of students of color and white students. These pointed the way toward further discussion and additional analysis of the survey data. Recommendations of the Anti-Racism Leadership Team, based on the results of the Campus Climate Survey and subsequent discussion workshops, are included as Appendix C (page 35).

   b. The Anti-Racism Leadership Team developed a workshop, “Racism: Making the Invisible Visible,” to share the results of the Campus Climate Survey and to invite members of the University community to consider, interact with, and respond to the results. This workshop was offered several times during the 2011-12 academic year. All members of the President’s Cabinet participated in this workshop as well as many other students, faculty, and staff.

   c. The University sponsored a Baobab Conference, attended by numerous students, faculty, and staff. This conference explored issues of diversity, multiculturalism, and cultural competence.

   d. The University hosted the 2011 annual Overcoming Racism Conference, which it co-sponsored with Minnesota’s Facilitating Racial Equity Collaborative (FREC). Metropolitan State also was selected to host the 2012 Overcoming Racism Conference.

12. During spring and summer 2012, additional training opportunities were developed or expanded in support of the University Diversity Plan.

   a. Although training pertaining to MnSCU’s 1.B.1 Policy (on discrimination and sexual harassment) is required for all MnSCU employees, a number of employees had not completed the training. During spring and summer 2012, this backlog was significantly reduced. For 2012-13, the University’s Chief Diversity Officer has scheduled 1.B.1 Training to be held on a monthly basis and on each Metropolitan State campus. All employees are expected to attend for a refresher, even if they have been through the training in previous years.
b. The Dean of Students developed a ½-day workshop on “Diversity: Discovering Your Potential,” which deals with multiple dimensions of diversity. The President’s Cabinet will participate in this workshop in September 2012, and units across the University are encouraged to take advantage of this resource.

13. In 2011-12 the University hired a full-time American Indian Admissions offer and developed a strategic plan for the recruitment and retention of American Indian students. This initiative was selected to receive MnSCU’s $25,000 Community Partnerships Award.

14. In Summer 2012, the University Diversity Plan was further fleshed out and finalized by the President, Chief Diversity Officer, and Dean of Students.

In short, even before the development of this University Diversity Plan, Metropolitan State University had developed a rich array of resources, activities, and expertise that were mobilized to promote diversity and inclusion, intercultural competence, equity, and antiracism. The primary contribution of this plan is not to introduce or initiate efforts in this regard, as many are already underway. Rather, the purpose of this plan is to embody, communicate, and provide for a common framework, goals, and organizational structure for continuing and strengthening this work.
Goals

This Diversity Plan identifies four overarching goals that the institution should strive to accomplish in the coming years. The first three goals should address the array of diversity dimensions included in the definition on page 6. The fourth goal, by contrast, focuses explicitly on issues of racism and antiracism.

**Goal 1: Work to better serve and recruit students and employees who represent the rich racial, cultural, and experiential diversity of the Twin Cities.**

**Strategies:**

1. Increase recruitment and retention of diverse students and employees to achieve at least minimum representation of underserved groups with (proportionate to their numbers in the Twin Cities) with an emphasis on people of color.

2. Create an inclusive, engaging environment that is welcoming to diverse populations and ensures access to campus facilities, resources, information technology, communication, and materials.

3. Achieve an affordable cost of attendance for all students by increasing scholarships, grants, and other forms of financial aid.

**Goal 2: Achieve workplace and learning environments in which students and employees from underrepresented groups feel valued, respected and welcome and in which they all have equitable opportunities to participate and succeed.**

**Strategies:**

1. Provide a diversity-friendly working environment and classroom environment that enables students and employees from diverse communities to feel valued, respected, welcome, and able to succeed.

2. Find ways to enable students who cannot currently afford personal computers and internet access to have off-campus access to computers and internet.

3. Conduct an “Equity Scorecard” analysis to identify gaps in educational achievement among racial/ethnic groups and develop action plans to lessen gaps.

**Goal 3: Provide opportunities to develop graduates and employees who have the skills and cultural competency required to successfully navigate and lead in a racially, economically, and culturally diverse world.**
Strategies:

1. Assess the cultural competency of our students and employees and compare results with prior assessments and other institutions, with the goal of continuous improvement. This is about behavior, not attitude.

2. Integrate cultural competency knowledge and practices into the design and delivery of programs and curriculum. IFO supports establishment of a task force with representation from all academic units to identify or develop a curriculum assessment tool to facilitate this work.

3. Encourage the development of greater intercultural competency as part of employees’ and students’ professional development. Stress the professional development of cultural competence in every department so it resonates for staff, and promote compliance with mandatory 1.B.1 training.

4. Develop resources to promote and improve cultural competence in the learning environment and in the workplace (focusing assets on behaviors).

Goal 4: *Create a learning community and workplace that encourages an understanding of anti-racist theory and practices in an institution of higher education that promotes civic engagement, community building, and success of all members.*

Strategies:

1. Ask employees and students to make a personal commitment to learn about antiracist theory and practices and to begin practicing antiracism in their respective areas of responsibility.

2. Charge the new Anti-Racism Education Subcommittee of the Diversity Council to provide opportunities to learn about antiracist theory and practices in professional development programs for faculty, staff, and students (e.g., new employee orientation, faculty conferences), and to monitor participation and evaluate effectiveness.

3. Acquire and make available to the University community learning materials and modules pertaining to antiracist theory and practice, including those pertaining to multicultural organizational development.
2012-13 Rollout Strategy

The following are the steps to roll out and implementation of the University Diversity plan beginning Fall 2012.

August 2012:

➢ Roll out the plan at Convocation in Fall 2012 and announce the President’s Diversity Theme for 2012-2013, which is introduced on page 18.

September 2012:

➢ Share the revised University Diversity Plan with the University community and submit it to MnSCU for review and feedback. The University Diversity Plan will be implemented using a new Diversity Council with two subcommittees, a Diversity Learning Subcommittee and an Anti-Racism Education Subcommittee. This diversity structure is illustrated on page 19.

➢ Through meet and confer, solicit IFO and MSUAASF representatives to the Diversity Council. The President’s charge to the Diversity Council is provided on pages 20-21.

➢ Distribute the University Diversity Plan template for use by each unit. This template is shown on page 22. Appendices A, B, and C provide many recommended actions that units may elect to use in developing their plans. Units will submit their plans through the normal channels of accountability (e.g., academic department to dean to provost to president). In Fall Semester 2012, each member of the President’s Cabinet will collect, review, and compile updated diversity plan for his or her area of responsibility, including measures it will use to assess these efforts in the coming year. These plans will be compiled by their respective division heads. A summary will be shared with the University community.

October 2012:

➢ IFO and MSUAASF identify their representatives to the University Diversity Council.

November 2012:

➢ Form the President’s Diversity Council, which will report to the Chief Diversity Officer on behalf of the President and will be charged with overseeing, coordinating, assessing, and publicizing of the University Diversity Plan. In summary, the Diversity Council will:

   a. Coordinate with existing working groups to support and systematize institutional strategy.
b. Promote professional development/educational opportunities for members of the University community to develop cultural competency and to learn about antiracist theory and practices.

c. Identify baseline measures and monitor progress pertaining to the goals.

d. Compile a biennial diversity report and Diversity Plan update.

e. Provide guidance to the Diversity Learning Subcommittee (DLS) and the Anti-Racism Education Subcommittee (ARES).

➢ Co-chairs of the President’s Diversity Council will be appointed by the President and serve at the pleasure of the President. The President’s charge to the co-chairs is elaborated on pages 23-24.

➢ The President’s Diversity Council will write the charge for the new Diversity Learning Subcommittee (DLS), revising the charter of the Diversity Learning Task Force from task force status to subcommittee status reporting to the President’s Diversity Council. The Diversity Council will also write the charge for the new Anti-Racism Education Subcommittee (ARES), so as to revise the charge of the Anti-Racism Leadership Team (which was originally established by the President as an advisory body to the President) to establish an Anti-Racism Education Subcommittee reporting to the President’s Diversity Council, with a charge to promote student and employee learning about anti-racist theory and practices.

➢ Announce co-chairs of the new Diversity Learning Subcommittee and the new Anti-Racism Education Subcommittee, appointed by the President.

January 2013:

➢ The Diversity Learning and Anti-Racism Education teams transition into the new subcommittees.
All members of the University community – faculty, staff, students, departments, and student organizations – are invited to consider how their work, teaching, and learning embodies the notion of justice, and how we ourselves bear responsibility for creating a more just society, community, workplace, and environment (social, cultural, and physical).

Quotes:

*Injustice anywhere is a threat to justice everywhere.* ~Martin Luther King, Jr. (Civil Rights Leader)

*There may be times when we are powerless to prevent injustice, but there must never be a time when we fail to protest.* ~Elie Weisel (Winner, Nobel Peace Prize)

*I cannot tell you what to do, but do something.* ~Elie Weisel (Winner, Nobel Peace Prize)

*Since when do we have to agree with people to defend them from injustice?* ~Lillian Hellman (American Playright)

*A decent chance for a decent life—that’s what people everywhere deserve, yet millions of our neighbors are denied it.* ~New Community Project (http://www.newcommunityproject.org/justice.shtml)

Logo:

The “Justice, Just Us” logo was designed by Diane DeRosier Douglass in University Planning and Advancement. It may be used by any member of the University community (faculty, staff, students, or student organizations) without special copyright permissions.
Diversity Structure

- President
- Chief Diversity Officer
- Diversity Council Co-Chairs
- Diversity Council
  - Diversity Learning Subcommittee
  - Anti-Racism Education Subcommittee
President’s Charge to the Diversity Council

Purpose: The Metropolitan State University Diversity Council will provide advice and recommendation to the Chief Diversity Officer on behalf of the President in carrying out his/her responsibilities to create a just and equitable learning and workplace environment for all Metropolitan State University students, faculty, and staff and to serve the diverse communities that were traditionally underserved by American institutions of higher education. (See also charge to Diversity Council Co-Chairs.)

Accountability: To the Chief Diversity Officer on behalf of the President.

Membership:

1. Administrative Co-Chair: Ginny Arthur, Provost
2. Administrative Co-Chair: Cecilia Stanton, Dean of Students
3. Diversity Learning Subcommittee Co-Chair: TBD
4. Anti-Racism Education Subcommittee Co-Chair: TBD
5. Chief Human Resources Officer: Stephanie Miller
6. IFO Representative: TBD
7. MSUAASF Representative: TBD

Administrative Support: Lupe Sanchez

Initial Charge: To recommend the focus of the Diversity Learning Subcommittee and the Anti-Racism Education Subcommittee, for approval by the Chief Diversity Officer acting on behalf of the President, and to oversee formation of these subcommittees.

Continuing Charge:

1. To assist the Diversity Council Co-chairs in carrying out their advisory role.
2. To provide guidance to the Diversity Learning Subcommittee and the Anti-Racism Education Subcommittee.
3. To promote communication and participation across constituency groups in pursuit of the University’s Diversity Plan.
4. To assist the members of the University community as well as programs and units to promote access, participation, and personal and professional development with respect to diversity.
5. To annually review University progress and to make recommendations toward fulfilling the goals of the University Diversity Plan.

6. To assist the Chief Diversity Officer acting on behalf of the President in the periodic evaluative review of the University’s Diversity Plan and to make recommendations on areas of potential update of that plan.

7. To advise and provide recommendations to the Chief Diversity Officer on behalf of the President on matters of concern as well as activities and progress within the University community.
## Unit Diversity Plan Template 2012-13

**Division***  

**Unit****  

**Managing Supervisor**

*Divisions are headed by President or Vice Presidents: Academic Affairs, Administrative Affairs, President’s Office, Student Affairs and Enrollment Management, and University Planning and Budget.  
**Units are smaller units within divisions and may include academic programs within colleges.

### COMPLIANCE: THESE ARE REQUIRED ACTIVITIES FOR 2012-2013

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<thead>
<tr>
<th>Activity</th>
<th>Done</th>
<th>Notes</th>
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<td>The Metropolitan State Diversity Plan has been disseminated to all staff, faculty &amp; student workers in the unit</td>
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<td>1.B.1 Training completed by all staff in the unit</td>
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<td>1.B.1 Training completed by all faculty in the unit</td>
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<td>1.B.1 Training completed by all student workers in the unit</td>
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### UNIVERSITY GOALS

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<th>Goal 1: Recruitment &amp; Retention</th>
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<th>Goal 2: Access &amp; Inclusion</th>
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<td>Achieve workplace and learning environments in which students and employees from underrepresented groups feel valued, respected and welcome and in which they all have equitable opportunities to participate and succeed.</td>
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<th>Goal 3: Cultural Competency</th>
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<th>Goal 4: Anti-Racist Community</th>
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President’s Charge to the Diversity Council Co-Chairs

Accountability: President’s Office and the Office of Equal Employment Opportunity and Diversity

Under the direction of the President and/or Chief Diversity Officer, the responsibilities include collaborating with departments across the institution to achieve the diversity mission of the university. This role serves to engage the campus and surrounding community to help define, enable, and foster an inclusive campus culture that embraces the diversity of race, identities, ideas, and values. Areas of focus include:

1. Diversity Council Co-Chairs
   - Under the direction of the Chief Diversity Officer on behalf of the President, develop planning and assessment processes that inform successive phases of the University Diversity Plan.
   - Coordinate and implement the University Diversity Council, promoting diversity-related initiatives, and promoting an inclusive campus community.
   - Provide quarterly reports to Chief Diversity Officer on behalf of the President and the University community on the actions taken and the progress made by the Council and its Subcommittees.
   - Provide a collaborative forum for strategic planning to include Anti-Racism Education Subcommittee, Diversity Learning Subcommittee, ethnic caucuses, AIAC and other diversity-related interest groups. The forum would allow for cross collaboration and focused resources towards delivering on the University Diversity Plan.

2. Promote Student, Staff and Faculty Diversity and an Inclusive Campus Climate
   - Research and recommend strategies for reaching diversity recruitment and retention goals.
   - Assist divisions and units in pursuing their diversity plans.
   - Develop and launch a quarterly calendar of University diversity-related events. Provide early editions to allow faculty to build into their curriculum. Work with University Planning and Advancement to send out media press releases to build University reputation in the community.
Promote and publicize opportunities for personal, professional, and organizational development with respect to diversity through such events as the following:

- “Diversity: Discover Your Potential” workshops
- “Racism: Making the Invisible Visible” workshops
- Co-sponsorship of the Overcoming Racism Conference
- “It’s Time to Talk” sessions
- White Privilege Conference
- Other events and workshops to address GLBT and other dimensions of diversity.

3. Develop opportunities for strategic community outreach in partnership with University advancement and Center for Community Based Learning

- Engage staff & faculty, promote our brand and strengthen alumni loyalty through community events: examples include Rondo days, Pride Parade, Cinco de Mayo, American Indian Arts Festival, Dragon boat festival and other community related events.

- Develop and implement a community outreach plan that positively impacts the communities we serve and provide faculty with opportunities to share their expertise. For example, facilitate collaborations with St. Paul and Minneapolis Public School systems to build a pipeline of culturally competent teachers.

4. Contribute to the development of a plan to target student recruitment in fields with historical underrepresentation (i.e., healthcare).
During the 2011-12 Academic Year the University community participated in a diversity summit. The following document highlights the ideas and suggested actions submitted by students, staff, and faculty. Over a hundred members of the University community participated in the Diversity Summit held in October 2011. Still others submitted ideas and suggestions electronically. Their suggestions are organized by the Diversity Plan goal to which they more clearly pertain, recognizing that many would pertain to other goals as well.

**Goal 1: Work to better serve and recruit students and employees who represent the rich racial, cultural, and experiential diversity of the Twin Cities.**

1. Grow them- start recruitment efforts for employees before they complete their degree programs. Provide a career ladder for all employees, mentoring for all new employees but particularly for employees of color.

2. Many organizations dedicated to underrepresented populations have career sections on their websites. A recruitment plan should include posting vacancies on those sites. Moreover, consider independent job sites, both mainstream and targeted, to advertise jobs.

3. Encourage emerging community leaders to pursue careers in higher ed, masters and doctoral programs that would prepare them for various higher ed employment.

4. Offer more non-traditional options such as shorter semester course offerings, more online. Build a student center with programming.

5. Understand how to build stronger partnerships with multicultural communities

6. Host open houses for certain communities that are underrepresented

7. Advertise in multicultural magazines, newspapers, radio stations

8. Have a presence at higher education association and conference meetings so that we are connecting with the best and brightest talent

9. Improve the recruitment of staff process so that it is not so lengthy and good candidates drop out because they think we aren’t interested in them

10. Provide more visibility of who we are at the community colleges. Many of those students don't know we exist

11. Communicate to the entire university how we are doing when it comes to recruitment of students

12. Start thinking about succession planning before people vacate their positions so that staff
feel like there is opportunity to grow from within

13. Recruit our own staff and faculty to finish their degrees

Goal 2: Achieve workplace and learning environments in which students and employees from underrepresented groups feel valued, respected and welcome and in which they all have equitable opportunities to participate and succeed.

1. When putting together programs consider expanding the cultures you plan to represent.
2. Use many different modes of expression to celebrate cultural differences like musical concerts.
3. Create programs that highlight the contributions of people from all walks of life, all cultures and backgrounds.
4. Faculty training on how to teach their subjects across cultures
5. Work within the communities the university is anchored in and make them a better place!!!
6. Meet students where they spend their lives: community centers, churches, school and the many forms of media.
7. Domestic Partner Benefits for faculty and staff. It is unconscionable that Metropolitan State University and its various employee unions have not overcome the obstacles to doing this.
8. Honoring and celebrating successes of departments, employees and students. Create symbols and traditions that show how important employees and students really are to this University.
10. Set clear expectations about how to interact with others. There should be clear guidelines about returning phone call and everyone should use the same calendar.
11. Create a dedicated space for the first nations of this region, the Dakota and Ojibwe. The space should include historical facts of the region and its people.
12. Make a concerted effort to improve feelings of safety, being welcomed, being valued, and being respected for all persons, especially those from under-represented groups. Develop and implement ways to hold all employees and students accountable for contributing to a safe campus climate for all.
13. Hosting Diversity Summits are a start. This creates a way for underrepresented
populations to voice their concerns and issues at Metro State.

**Goal 3: Provide opportunities to develop graduates and employees who have the skills and cultural competency required to successfully navigate and lead in a racially, economically, and culturally diverse world.**

1. Create opportunities to talk about difficult issues in a safe environment like racism?
2. Provide opportunities for students to study abroad. Even local places can serve this purpose like Indian reservations and cultural immersion programs.
3. Recognize the language challenges of students and provide more programs/services to address the unmet need.
4. Require all staff, administrators & faculty to 1) be trained in non-violent communication; 2) trained in understanding racism and white privilege; and 3) attend annual professional development to better understand systemic racism and sexism.
5. Create educational opportunities for staff, faculty and students that focuses on teaching people the cognitive fundamentals for pluralism and globalism instead of just focusing on the individual symptoms of ignorance: racism, sexism, etc.
6. Unpacking various kinds of privilege, tangible perspective on how it shows up in our daily work and in the way we make decisions. Concrete steps to intervene once aware and decrease its impact.
7. More understanding of the breadth and depth of the cultures we serve.
8. More classes on diversity including community interaction
9. Training on cultural etiquette, values, norms, economic and social relations
10. More cultural competency needs to be developed around the Somali community and Karen, both communities are growing in the Twin Cities and Metro State.
11. More language assistance for those who are English only.
12. Training by outside professionals where every employee, faculty is held accountable to attending.
13. For faculty, there should be a session on anti-racism &/or developing cultural competencies at all faculty conferences.

**Goal 4: Create a learning community and workplace that encourages an understanding of anti-racist theory and practices in an institution of higher education that promotes civic engagement, community building, and success of all members.**

1. Publish Campus Climate Survey Results, make them easily accessible to students and
employees, and encourage the university community through multiple forms of communication to learn about the findings.

2. Continue to raise awareness by offering Anti-Racism training at Metropolitan State

3. Define and discuss the following terms: Racism, Institutional Racism, Anti-Racism, Reverse Racism, White Privilege, Prejudice, Discrimination, Equity, Inclusion, Cultural Competency.

4. Offer differentiated professional development based on learning style preferences as well as previous experience with and current understanding of issues of race/racism (e.g., study circles, documentary discussion groups, introductory and advanced workshops, presentations, conference attendance and debriefing, experiential, community-based learning, teaching academies, etc.)

5. Require all new employees to participate in a form of undoing racism training and strongly encourage all other employees to do so with recurring and leveled trainings.

6. Create opportunities for open, honest dialogue between and within racial groups to better understand different experiences and perceptions that exist between and within groups.

7. Improve awareness of where students and employees can go if they are experiencing discrimination and report what has been done in an aggregated, general sense to address alleged discrimination.

8. Work with intentionality to be accountable to and collaborative with communities of color in and outside the university, especially the diverse neighborhoods where Metropolitan State is located.

9. Educate everyone about all the different cultures that they will encounter here to cut down stereotyping and prejudice.

10. Creating ways for everyone in the community to benefit from a college education. Providing resources to enable those with lower incomes to gain education.

11. More ethnicity classes and make more classes required so that people aren't just taking an intro class that doesn't go very deep. By taking more classes, people will have to expand their minds and think deeper.

12. Promote activities where people of different ethnic backgrounds can experience each other outside a classroom setting - use incentives if necessary.

13. Provide faculty with professional development on how to proactively and reactively address issues of race in their courses.
The American Indian Advisory Committee
Response to the Question Posed by President Hammersmith
in the January 25 AIAC Meeting

Prepared March 11, 2011
Updated March 30, 2011
Reprioritized January 6, 2012

Introduction

On January 25, 2011 the American Indian Advisory Committee (AIAC) had its first meeting with President Sue K Hammersmith. During this introductory meeting, the AIAC indicated to President Hammersmith some concerns surrounding American Indian issues on campus. Of particular concern are the low enrollment numbers (<1%) and the decrease in American Indian enrollment since the dissolution of the American Indian Admissions Liaison position in Student Affairs. President Hammersmith then posed the following question to AIAC: “What three things could Metropolitan State University do right now to have a positive impact on its American Indian community?” On February 9, 2011, the AIAC met to discuss this question.

Results

The committee used a nominal group process to generate the following list of ideas. Each AIAC member was asked to provide only three ideas. 1 Once all of these ideas were shared, AIAC members categorized, ranked and prioritized the top three. In order of urgency, they are as follows:

I. Re-create and fill a full-time American Indian Admissions position.

Actionable Items

1. Administration will re-create the American Indian Admissions position. The university will fill this position at 1.0 FTE to spend no less than 70% of their time to American Indian

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1 The full list of ideas can be found in Appendix A, exactly as they were written at the February 9 meeting.
Recruitment, admissions and community outreach. In hiring this position, preference should be given to candidates with American Indian/Alaska Native heritage who are knowledgeable and active in the Twin Cities Indian community.

2. The university will provide this position with adequate resources for success, including a budget to accommodate appropriate professional development opportunities, community outreach and programming.

3. The American Indian Admission person will create, in coordination with the Director of Admissions, a strategic American Indian recruitment plan that reflects the university’s values, mission, and strategic enrollment plan.

Rationale

Recruitment geared toward American Indians differs in many crucial ways from the recruitment of students from other communities of color, or white students (Institute for Higher Education Policy, 2007). In particular, because there are many factors that limit the pool and make admission to a university difficult for American Indian students, to successfully recruit American Indian students, a different approach is needed.

Improving American Indian matriculation, persistence and graduation is a long-term process and requires the commitment of the university’s administration, faculty, and staff (Larimore & McClellan, 2005). Since American Indian students have widely known and documented formidable barriers to higher education (Harrington, 2010), recruiters of American Indian students must be aware of potential barriers in the process and how they can be overcome (Institute for Higher Education Policy, 2007). In order to effectively navigate these issues, an American Indian recruiter must be able to devote at least 70% of their time to this important process. In addition, because American Indian people as a whole have an innate distrust for government and state institutions due to a long history of anti-Indian U.S. policy, a state institution such as Metropolitan State would find the most success by utilizing an American Indian staff person to recruit American Indian students. It is essential that this recruiter establish and maintain American Indian community connections by attending powwows, community fairs, tribal meetings, and other events.

Finally, and most importantly, the MnSCU Systemwide Strategic Work Plan, 2006-2010, directs “each institution [to] establish goals for increasing the number of students of American Indian heritage” (MnSCU, 2006). From 2007-2009, Metropolitan State University has experienced a 12% decrease in its American Indian enrollment. This situation requires immediate action to fulfill its obligations under MnSCU’s Work Plan, as well as the mission of Metropolitan State University—“to provide accessible, high-quality liberal arts, professional, and graduate education to the citizens and communities of the metropolitan area, with continued emphasis on underserved groups, including adults and communities of color” (Vision & Mission Statements, 2011).

II. Increased focus on American Indian academic offerings and resident faculty.

Actionable Items

1. Continue to build funding into the Ethnic Studies budget, and other department budgets,
for new American Indian Studies classes each year, including language courses at progressive levels.

2. Utilize cross listing to promote American Indian focused courses, when appropriate.
3. Commitment from the administration to support faculty in building new American Indian Studies curriculum.
4. Commitment from the University to continually seek grant funding for American Indian Studies programs.
5. Strategically work to increase American Indian resident faculty members throughout the university (i.e. the university currently has one American Indian resident faculty member).

Rationale

One reason that American Indian students tend to leave any university is that they don’t see an education that is relevant to them (Institute for Higher Education Policy, 2007). In order to provide more relevance, American Indian students are often interested in learning about their own history, culture, and future. Therefore, more academic offerings in language, culture, and current trends should be introduced at Metropolitan State to increase enrollment and improve retention of American Indian students.

In addition, American Indian students can feel devalued in settings where they are not reflected by those in authority (i.e. staff and faculty members). Increasing the number of American Indians in resident faculty positions, and not limiting those increases to the Ethnic Studies department, will aid American Indian students in a successful academic journey.

III. Establish a dedicated space for American Indian students and staff

Actionable Items

1. Commit a space in the design of the new Student Center for an American Indian Center. This space would need to incorporate computers, books and other resources, a lounge and study space and would be staffed by a student worker.
2. Assign a place for an AIAC member to sit on new student center planning committee to ensure the space dedicated for an American Indian Center incorporates appropriate cultural elements.

Rationale

American Indian students need to see a place on the university campus that reflects their culture and values. This helps student to feel more comfortable with the institution, and lessens the feelings of isolation many American Indian students face at mainstream colleges and universities (i.e. non-tribally controlled colleges). These feelings of isolation have been found to be a statistically significant factor in American Indian student attrition. Furthermore, research has shown that attempting to address these issues by the founding of an overarching “multicultural center” does not work (Patton, 2010). A dedicated space specifically for American Indians,
which can be decorated with meaningful cultural elements, will go a long way in making American Indian students feel a sense of belonging within the larger university campus (Lowe, 2005).

Summary

The American Indian Advisory Committee feels that, based on the research, implementing the three proposed actions herein would greatly increase the university’s climate toward American Indian students, staff and faculty. This, in turn, would serve to increase the universities American Indian enrollment and retention rates, thereby fulfilling MnSCU’s Work Plan goals. A recent research study published in the Indigenous Policy Journal offers the following recommendation, “A sincere commitment to providing programs that address the unique barriers to American Indian education should become a strategic initiative in mainstream colleges and universities” (Harrington, 2010). The American Indian Advisory Committee echo’s this recommendation for Metropolitan State University.
Appendix A [to AIAC Report]

Complete list of ideas generated at the February 9 AIAC meeting. Ideas are organized into Student Affairs, Academic Affairs or University Advancement, bolded items are immediately actionable.

**Student Affairs**

- **Full-time American Indian Admissions liaison position filled, this is critical;**
- **Assign a person to recruit American Indian students;**
- **Full-time American Indian advisor/recruiter with community credentials;**
- **Hire an American Indian admission liaison;**
- **Projects and programs for American Indian academic and support system (study skills, time management, etc for students), mentorship program; more information to rest of university and a charge to recruitment and retention;**
- **Access to mentors and scholarship help.**
- **Form a partnership with Mounds Park American Indian magnet school and do regular events with them. It is never too early to let American Indian kids know the importance of education;**
- **Form an Elders Council to guide services for American Indian students;**
- **American Indian Student Center with resources, student workers, tutors. This could serve as a meeting place for VOICES, student group; a study area, a lounge. A resource center, similar to Vet Center, but with more resources;**
- **Dedicated American Indian gathering office at Metropolitan State;**
- **A place for students to obtain resources, information and support; perhaps a place for American Indian staff and faculty to reside;**
- **Develop a learning community with a cohort of American Indian students;**

**Academic Affairs**

- **Support for Ojibwe language and American Indian studies/First Nations Program (Interdisciplinary);**
- **An American Indian Studies major program;**
- **More American Indian academics:**
  - minor in tribal law and politics,
  - Possible Ojibwe language certificate or minor,
  - Possible major or minor in American Indian urban issues and leadership;
- **Offer credit or non-credit topics courses/workshops for American Indian students and community members;**
- **Dakota & Ojibwe immersion program for students and community, including families. Ultimately, offer these languages through Urban Teacher Program for licensure;**
- **Weekend experiential culture class – field trips to urban and reservation settings;**
- **Ad hoc staff for weekend classes;**

**University Advancement**

- **Regular (once a year) breakfast with American Indian community members to tell them about possibilities for American Indian students at Metropolitan State, to perhaps identify ways for Metropolitan State can serve the educational needs of American Indian community;**
- **More American Indian staff/teachers and counselors;**
Works Cited


Other Works Referenced


34
Appendix C: Anti-Racism Leadership Team Recommendations

Note: In April 2012, based on the results of Metropolitan State University’s 2011 Campus Climate Survey, Metropolitan State University’s Anti-Racism Leadership Team recommended a number of actions to improve campus climate and to address issues reported by students and employees of color. The full report is available at _____________________.

The following recommendations are not offered in order of importance, but as a collection of the most doable and impactful recommendations that emerged from survey respondents and ARLT analysis of all survey data. Many of the following will require university discussion and collective action, but many others can be embraced and implemented by small groups of people for the university.

**Education**

1. Publish Campus Climate Survey Results, make them easily accessible to students and employees, and encourage the university community through multiple forms of communication to learn about the findings.

2. Continue to raise awareness by offering *Racism at Metropolitan State...Making the Invisible Visible* Campus Climate Survey forums upon request by various units or student groups.

3. Define and discuss the following terms as a university learning community that often have different and sometimes provocative meanings for different people: *Racism, Institutional Racism, Anti-Racism, Reverse Racism, White Privilege, Prejudice, Discrimination, Equity, Inclusion, Cultural Competency.*

4. Highlight race and racism as a necessary part of ongoing cultural competency work. Offer differentiated professional development based on learning style preferences as well as previous experience with and current understanding of issues of race/racism (e.g., study circles, documentary discussion groups, introductory and advanced workshops, presentations, conference attendance and debriefing, experiential, community-based learning, teaching academies, etc.) Provide faculty with professional development on how to proactively and reactively address issues of race in their courses.

5. Require all new employees to participate in a form of undoing racism training and strongly encourage all other employees to do so with recurring and leveled trainings.

6. Create opportunities for open, honest dialogue between and within racial groups to better understand different experiences and perceptions that exist between and within groups.

7. Propose implementing a racial issues course requirement for undergraduate graduation so that at least one course from within all courses taken by a student to meet graduation requirements (i.e., GELS, major, electives) is classified as a course that focuses on issues of race/racism. If the racial issues graduation requirement is approved through the governance process, a faculty
committee would then be established to determine criteria for courses to receive a racial issues designation, and apply those criteria to established, new and transfer courses to determine the list of approved racial issues courses.

**Audit, Accountability, Investigations, Policies**

1. Start an annual Equity Audit/Scorecard that tracks key performance indicators by race and the impact of anti-racism efforts towards accomplishing the university’s mission & vision.

2. Expect each unit or department to develop goals and action plans to address 1-3 campus climate issues that emerge from the 2011 Survey data and/or Equity Scorecard. Collate and publish the goals and action plans as well as follow-up reports from each unit or department.

3. Make a concerted effort to improve feelings of safety, being welcomed, being valued, and being respected for all persons, especially those from under-represented groups. Develop and implement ways to hold all employees and students accountable for contributing to a safe and respectful campus climate for all.

4. Propose revision to Policy 1000 for approval through the governance process during FY13 so that each new University Policy or Procedure when proposed must be reviewed for potential differential impact on people of color. Establish a Task Force to audit existing university policies with an anti-racism and equity lens and propose changes through established governance processes.

5. Improve awareness of where students and employees can go if they are experiencing discrimination and report what has been done in an aggregated, general sense to address alleged discrimination.

6. Work with intentionality to be accountable to and collaborative with communities of color in and outside the university, especially the diverse neighborhoods where Metropolitan State is located.

7. Secure funding to conduct focus groups and conduct/analyze/report Campus Climate survey data every 3 years.

**Leadership**

1. Hold a University Summit “What is an Anti-Racist and Culturally Competent Learning Community and what does it take to build one?” in early Fall 2012 to address campus climate and institutional racism by developing strategic plans towards realizing this part of the university’s vision.

2. The President, Cabinet, Equal Opportunity & Diversity Office, emerging Diversity Council, Diversity Learning Task Force, Anti-Racism Leadership Team and IFO Equity and Diversity Committee should collaborate and align efforts to address institutional racism and meet university Diversity Plan Goals.
3. Bargaining units, cultural caucus and advisory groups/councils, and student groups should be called upon to be involved in addressing campus climate issues needing improvement.

4. Develop and implement concrete plans for recruiting, supporting, valuing and retaining students and employees of color across the university.