

Metropolitan State University 2016 Equity, Diversity and Inclusion Plan

GOAL 1: ENSURE A WELCOMING AND SUPPORTIVE CLIMATE BY DEVELOPING AND STRENGTHENING CULTURAL COMPETENCE AND ANTI-OPPRESSION SKILLS. This goal aligns with the following MnState Goals: Goal 1: Reduce The Achievement Gap, Goal 2: Increase Diversity of Our Students, Goal 3: Increase and Retain Diversity in Faculty and Staff, Goal 5: Ensure A Welcoming, Supportive Environment.

Ideas or Strategies Related to Goal:

Make a concerted effort to improve feelings of safety, being welcomed, being valued, and being respected for all persons, regardless of race, class, abilities, gender, sexuality, religious beliefs and national origin, or other social, emotional or physical difference, especially those from under-represented groups. Provide opportunities to develop graduates and employees who have the skills and cultural competency required to navigate successfully and lead in a racially, and economically diverse region.

| Specific Actions that will support this goal: | Who Needs to be Involved? (i.e., names of individuals, groups, or units) | Goal Timeline |
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| <ol style="list-style-type: none"> 1. Provide training for supervisors and employees to understand our campus climate data system/university policies and practices, and their role to work towards positive climate changes – Underway (Revised Search and New Employee Orientation) 2. Review and evaluate the best staffing configuration for multi-cultural/academic support of current and future students’ needs including the use of internal and external focus groups and consultation with the Native American and communities of color. – High Underway 3. Create the capacity for affinity groups to form that unite students and employees in safe and welcoming spaces to share common experiences. – High 2017 4. Incorporate Ombudsperson Services as part of the EOD responsibilities. - Underway 5. Fund and create faculty and curriculum experiences to ensure strong implementation of new Racial Issues Graduation Requirement. -Deferred 6. Engage the services of the NCBI to conduct listening sessions for employees and Invite panels of students of color and American Indian students to talk about their experiences with racism at Metro State and in the community. The NCBI will report its findings to the Strategic Planning Advisory Council on improvement opportunities and unmet needs. - Underway | <ul style="list-style-type: none"> • All staff and faculty • All Bargaining Units | 2016-2021 |
| | <p>Who will lead the group to be active and effective in seeing the plan is accomplished?</p> <ul style="list-style-type: none"> • President, CHRO, CFO, IFO Access Services, CDO CFO | <p>Anticipated/Required Budget/Account</p> <ul style="list-style-type: none"> • TBD5K |

7. The University Building Facilities Committee will assess the adequacy of campus facilities to accommodate and meet the needs of all persons with and without needing accommodation. – **High 2017**
Compliance.

| What resources (i.e., human, time, financial, research, community, etc.) are needed to develop further and implement this proposal to achieve the | What outcomes are sought? What measures should be used to determine the effectiveness of the proposed |
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| <ul style="list-style-type: none"> • An Employee development plan will need to be created for each person as part of their annual review; • The NCBI Will train on group characteristics, bias, and stereotypes; • EOD Office will maintain a list of Qualified Neutrals and coordinate requests for dispute resolution services. | <p>OUTCOMES</p> <ul style="list-style-type: none"> • Groups will be established by the end of 2016; <p>MEASURES</p> <ul style="list-style-type: none"> • Reassess climate data and note changes from 2012 report • Conduct A “Gap” assessment to establish differential needs plans for our students |

GOAL 2: STRENGTHEN PARTNERSHIPS WITH DIVERSE COMMUNITIES, INCLUDING VENDORS, AND SUPPLIERS. This goal aligns with the following MnState Goals: Goal 3: Increase and Retain Diversity in Faculty and Staff, and Goal 4: Partnerships with Diverse Communities. Goal 6: Build a sustainable initiative to increase diversity in our vendors and suppliers.

Ideas or Strategies Related to Goal:

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

| Specific Actions that will support this goal: | Who Needs to be Involved? (i.e., names of individuals, groups, or units) | Goal Timeline |
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| <ol style="list-style-type: none"> 1. The University will create and accompany its RFP, bidding, contracting process with “how-to” instructions and sessions for new vendor/suppliers. Med -2017 2. The university will identify and prioritize goals and objectives for vendor/supplier diversification and then establish practices to achieve those goals. High - 2017 3. The EOD Officer will work with the CIO to increase Minority, Indigenous and Women-owned business and vendor opportunities with our institution. High - 2017 4. The University in collaboration with the NCBI will establish a schedule of meetings with various community members to examine ways we can be more | <ul style="list-style-type: none"> • Strategic Enrollment Management Council • IFO, CHRO, CDO • ICES • Disability Services Director • VP Communications <p>Who will lead the group to be active and effective in seeing the plan is accomplished?</p> <ul style="list-style-type: none"> • CDO, Director UA | <p>2016-2018</p> <p>Anticipated/Required Budget/Account</p> <ul style="list-style-type: none"> • \$7K/CHRO/CDO |

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| <p>accessible and attentive to the needs of the communities we serve. Med -2017</p> | <p>What resources (i.e., human, time, financial, research, community, etc.) are needed to develop further and implement this proposal to achieve the</p> <ul style="list-style-type: none"> • Create an informative and campaign specific and unique to attract Native American, post traditional and communities of color. • Staff time & Board time needed to host two community events for engagement with the communities we serve • Develop an Advocacy program and schedule of meetings with key leaders and groups. | <p>What outcomes are sought? What measures should be used to determine the effectiveness of the proposed</p> <p>OUTCOMES</p> <ul style="list-style-type: none"> • Increased opportunity for of Women, Minority and Native American vendors by 8% over 2016. • The Inclusion of community members with affinity groups as they form. • Conduct two community listening sessions about how we can better serve their needs. |
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GOAL 3: INCREASE STUDENT, EMPLOYEE DIVERSITY. This Goal aligns with the following MnState Goals: Goal 1: Reduce The Achievement Gap, Goal 2: Increase Diversity of Our Students, Goal 3: Increase and Retain Diversity in Faculty and Staff, and Goal 4: Partnerships with Diverse Communities.

Ideas or Strategies Related to Goal:

Develop and implement concrete plans for recruiting, supporting, valuing and retaining students and employees of color, indigenous heritage, and other under-represented groups who represent the rich racial, cultural, and experiential diversity of the Twin Cities.

| Specific Actions that will support this goal: | Who Needs to be Involved? (i.e., names of individuals, groups, or units) | Goal Timeline |
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| <p>1. Collect and share data from our student feedback about their experiences/perceptions with a report to the campus annually. High 2016 - SEMP</p> <p>2. Establish an Institutional marketing program with a lens on diversity, and not just advertising for students or employees. High 2016 - Underway</p> <p>3. Embed the expectation of respect for an understanding of diversity in our screening process for hiring and training new employees. Underway 2016-2017 New Employe</p> | <ul style="list-style-type: none"> • Provost • VP Enrollment Management • CHRO | <p>2016-2021</p> |

Search and orientation

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| <p>Who will lead the group to be active and effective in seeing the plan is accomplished?</p> | <p>Anticipated/Required Budget/Account</p> |
| <ul style="list-style-type: none"> • Provost, CDO, CHRO | <ul style="list-style-type: none"> • \$20K for recruitment/marketing to faculty, staff and students |
| <p>What resources (i.e., human, time, financial, research, community, etc.) are needed to develop further and implement this proposal to achieve the goal?</p> | <p>What outcomes are sought? What measures should be used to determine the effectiveness of the proposed actions?</p> |
| <ul style="list-style-type: none"> • CHRO, Faculty Development, IFO engagement to create a campus-wide recruitment plan including specific objectives that will identify key resources including academic and community partners to accomplish our goals. Encourage the creation of a System consortium for sharing diverse candidate's information amongst institution and encourage Deans to proactivity contact prospective candidates in anticipation of future needs. (System HR collaboration) | <p>OUTCOMES</p> <ul style="list-style-type: none"> • Improved retention & better access • Reduction of complaints • Better recognition of Metropolitan State's value within the business community • 2017, Maintain 2016 staffing levels. Increase faculty and staff diversity to meet Approximate our student census for diversity by 2018. To be determined by modified CDO underutilization report |

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| <p>GOAL 4: ASSURE THAT ALL POLICIES AND PROCEDURES PERTAINING TO THE UNIVERSITY AND ITS RELATIONSHIPS WITH PARTNERS PROMOTE ANTI-RACISM*, EQUITY AND INCLUSION FOR ALL INDIVIDUALS AND INCREASE THE UNIVERSITY’S UNDERSTANDING AND PRACTICE OF ANTI-RACIST BEHAVIOR. This Goal aligns with the following MnState Goals: Goal 1: Reduce The Achievement Gap, Goal 2: Increase Diversity of Our Students, Goal 3: Increase and Retain Diversity in Faculty and Staff, and Goal 4: Partnerships with Diverse Communities.</p> | | |
| <p>Prioritized Ideas or Strategies Related to Goal: Establish an all-University policy review committee with responsibility for auditing newly proposed and existing policies and procedures including a review for differential impact. Revise Policy 1000 and develop an associated procedure (charge) for the committee which requires review for differential impact. Provide a mechanism for monitoring the differential impact of policies and procedures and for the policy review committee to incorporate the information when reviewing and revising policies. Assure that committee members are trained appropriately on assessing the differential impact on all groups, including class-based impacts. Continued support for our 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.</p> | | |
| Specific Actions that will support this goal: | Who Needs to be Involved? (i.e., names of individuals, groups, or units) | Goal Timeline |
| <p>1. The President shall appoint and charge a Policy Review Committee with Representation from each division of the University, each bargaining unit, and Student representatives to create mechanisms for policy impact evaluation. High-2016</p> <p>2. Host a forum to communicate new policies and procedures or changes to existing policies and procedures including Policy 1000 to assure knowledge of policies and procedures and guide campus behavior. High-2017</p> <p>3. Identify funding source and develop an assessment of RIGR. High-2017</p> | <ul style="list-style-type: none"> • Provost • Bargaining Units • CDO • Disabilities Services • Student Government? | 2016-2017 |
| | Who will lead the group to be active and effective in seeing the plan is accomplished? | Anticipated/Required Budget/Account |
| | <ul style="list-style-type: none"> • President/Provost | <ul style="list-style-type: none"> • Within base funding |
| What resources (i.e., human, time, financial, research, community, etc.) are needed to develop further and implement this proposal to achieve the goal? | What outcomes are sought? What measures should be used to determine the effectiveness of the proposed actions? | |

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| | <ul style="list-style-type: none">• Will need to draft a committee charge.• Will need to identify individuals to serve on the committee.• Will need to train committee members on review for differential impact based on group characteristics and stereotypes.• Principles of differential impact review and mitigation will be shared with all. | <p>OUTCOMES</p> <ul style="list-style-type: none">• Affirmation of no adverse impacts.• Policy and procedure forum will be conducted annually to review update or amend all policies as needed. <p>MEASURES</p> <ul style="list-style-type: none">• RIGR Assessment.• A Policy and Procedure forum will be conducted annually to review |
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| | <ul style="list-style-type: none">• Will need to draft a committee charge. Will need to identify individuals to serve on the committee.• Will need to train committee members on review for differential impact based on group characteristics and stereotypes.• Conduct a differential impact review and mitigation study to be shared with all.• Establish benchmarks for students by race/ethnicity/identity | <p>OUTCOMES</p> <ul style="list-style-type: none">• UDC report to the campus in Spring 2017 |
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GOAL 5: IDENTIFY OPPORTUNITY AND ACHIEVEMENT GAPS TO BE REDUCED AND ELIMINATED AND INCREASE UNDERSTANDING THE EFFECTS OF POVERTY ON OUR STUDENTS. This Goal aligns with the following MnState Goals: Goal 1: Reduce The Achievement Gap, Goal 2: Increase Diversity of Our Students, Goal 4: Partnerships with Diverse Communities and Goal 5: Ensure Welcoming, Supportive Environment.

Prioritized Ideas or Strategies Related to Goal:

Gather, disseminate, analyze and discuss data that identifies educational disparities for students of color and American Indian students as well as students in poverty. Develop concrete action plans to address the opportunity and achievement gaps. Create a learning community and workplace that encourages an understanding of how low-income and poverty factors into the retention, learning experiences, and overall University experience of economically marginalized students. Develop specific plans and programming concerning issues such as “digital divides” and the many impacts of poverty on our students and communities we serve.

| Specific Actions that will support this goal: | Who Needs to be Involved? (i.e., names of individuals, groups, or units) | Goal Timeline |
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| 1. Utilize the data from two-year institutions to help better understand the needs of those who transfer and incorporate into Strategic Enrollment Management Plan. High- Underway 2. Increase scholarship, grant and early internship opportunities for students to help students achieve college completion. High-2017 3. Assess present-day requirements and student/faculty expectations about classroom technology, access to university data systems, high-speed wireless internet access, and accessibility/usability/accommodations and create support plans and strategic technology plan for students of varied ability, to attend and access institutional resources. | <ul style="list-style-type: none"> • Financial Assistance • University Advancement • IT • COL • ICES | 2016-2021 |
| 4. The NCBI will conduct campus conversations that include student stories of their own experiences, at least once a semester with themes such as student debt, linguistic challenges, experiential differences, and connecting to communities to find students jobs after graduation; to better assist the institution in making adjustments to future resource allocations and student service’s needs. | Who will lead the group to be active and effective in seeing the plan is accomplished? <ul style="list-style-type: none"> • Provost will propose draft charter to ESC for recommended approval by President | Anticipated/Required Budget/Account <ul style="list-style-type: none"> • Target Goal to be established by September 1, 2016 (EST. \$32K) |
| | What resources (i.e., human, time, financial, research, community, etc.) are needed to further develop and implement this proposal to achieve the goal? | What outcomes are sought? What measures should be used to determine the effectiveness of the proposed actions? |

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| <p>5. Increase visibility of student services and educate all staff and faculty members about the resources and support systems that the school may provide as they learn about poverty’s impact on students. High - 2017</p> <p>6. Conduct a poverty assessment annually (e.g., School of Nursing/LEC) and simulation that is made available for all staff and faculty. High - 2017</p> <p>7. Conduct a study of the Digital Divide to understand the impact on students and <u>opportunity to better support student’s attainment goals.</u> Medium - 2017</p> | <ul style="list-style-type: none"> • A Scholarship needs assessment and program should be established in conjunction with University Advancement to address funding needs and improve access to the institution learning resources we offer. | <p>OUTCOMES</p> <ul style="list-style-type: none"> • Improved access for students who previously could not gain entry or was not able to persist to the point of their academic completion. |
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| | | <p>MEASURES</p> <ul style="list-style-type: none"> • Improved persistence, Graduation Rate, TTDC, Financial Impacts as measured against similar institutions. • Results to be published at the end of FY 17 and annually thereafter. • A joint study with a report to the Cabinet about the impact of poverty on student success and how our institution may better address student learning disparities. This disparity analysis will provide technology options to help close existing gaps. |
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*“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).