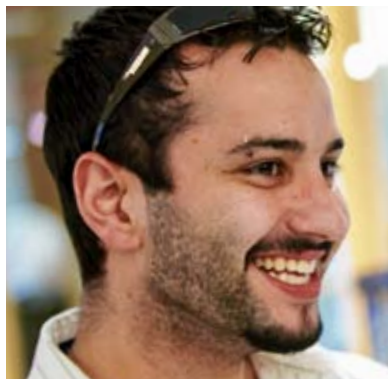




**Minnesota**  
STATE COLLEGES  
& UNIVERSITIES

# Education Excellence through Access, Opportunity and Success

Minnesota State Colleges and Universities  
System Strategic Diversity Plan  
2011-2015



**AMAZING FACTS:**

*The Minnesota State Colleges and Universities serves more students of color than any other higher education provider in Minnesota – more than 47,000 in 2010.*



**Minnesota**  
STATE COLLEGES  
& UNIVERSITIES

# System Strategic Diversity Plan 2011-2015



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# Introduction Message

Over the past four years, Chancellor James McCormick, with the support of the Board of Trustees of the Minnesota State Colleges and Universities, has achieved significant success in increasing higher education access for all Minnesotans through the implementation of the 2006-2010 Systemwide Diversity Plan. The trustees demonstrated their support by creating a diversity committee, dedicating funds to support the nationally acclaimed Access, Opportunity and Success project and continually holding the staff accountable for finding innovative means to provide a low-cost high-quality education to the people of this state.

This new system plan, Education Excellence through Access, Opportunity and Success, the third of its kind, provides a framework for the system office and campuses to build effective programs that promote excellence through diversity. It suggests goals and approaches that can be used to strengthen outreach and support success for all students regardless of their previous experiences and backgrounds.

As the implementation of this new plan begins, I encourage us to evaluate where we are and recommit ourselves to creating a higher education environment that through innovation and hard work supports and nurtures all learners, providing higher education access, opportunity and the possibility of success to all Minnesotans.

Sincerely,

Whitney Stewart Harris, executive director,  
Office of the Chancellor Diversity and Multiculturalism Division

## Minnesota State Colleges and Universities 2010-2011 Board of Trustees

The Minnesota State Colleges and Universities system is governed by a 15-member Board of Trustees. Trustees are appointed by the governor and confirmed by the Minnesota Senate. Twelve trustees serve six-year terms, one from each of Minnesota's eight congressional districts and four serving at large; one member represents organized labor.

Three student trustees – one from a state university, one from a community college and one from a technical college – serve two-year terms.

Scott Thiss, chair,  
Edina

Clarence Hightower, vice chair,  
Plymouth

Duane Benson, treasurer,  
Lanesboro

Cheryl Dickson, St. Paul

Jacob Englund, Minneapolis

Christopher Frederick, Mankato

Philip Krinkie, Shoreview

Dan McElroy, Burnsville

Alfredo Oliveira, St. Cloud

David Paskach, Cottonwood

Thomas Renier, Duluth

Christine Rice, Lake Elmo

Louise Sundin, Minneapolis

James Van Houten, Minneapolis

Michael Vekich, St. Louis Park



# Guiding Principles

**M**innesota State Colleges and Universities System Strategic Diversity Plan 2011-2015 is guided by four principles to move toward excellence and completion: access, opportunity, success and accountability.

## **Access**

The term *access* suggests not only entry into postsecondary education but also the myriad challenges it poses for many students, particularly students of color and low-income students who historically have not had access to higher education. The research indicates that barriers such as tuition costs, racial discrimination, social disadvantages and lack of adequate academic preparedness keep students of color and low-income students from higher education. The Minnesota State Colleges and Universities system believes in providing access to all students. To ensure access for all students, the system has developed a number of strategies, programs and policies to increase academic preparedness for higher education, provide affordable tuition, and create welcoming and safe campuses.

## **Opportunity**

Not only is the Minnesota State Colleges and Universities an equal opportunity educator and employer, but the system is committed to providing opportunities to students and employees for academic and professional advancement.

## **Success**

Students are deemed successful if they are retained at the college or university (continue to enroll at the same college or university in subsequent terms), transfer to another institution (including all other Minnesota State Colleges and Universities and any other institution that provides data to the National Student Clearinghouse) or graduate with an award (including certificates, diplomas, associate degrees, baccalaureate degrees and graduate degrees). The system has developed a number of strategies, programs and policies to support student success.

## **Accountability**

The Minnesota State Colleges and Universities values accountability and believes accountability will increase the success of the System Strategic Diversity Plan 2011-2015. The strength of this 2011-2015 plan is its ability to focus an analytical light on its strategies by including measures of success for all strategies. Accountability in higher education comes in many forms, both quantitative and qualitative. The System Strategic Diversity Plan has quantitative and qualitative measures of success, including measures of input, process and outcomes.

### **AMAZING FACTS:**

*Minnesota State Colleges and Universities offers more than 400 programs and 10,000 course sections completely or predominately online.*



## Glossary

### Action analytics

A new generation of tools, solutions and behaviors is giving rise to more powerful and effective utilities through which colleges and universities can measure performance and provoke pervasive actions to improve it.<sup>i</sup> This new class of tools, solutions, and behaviors is called *action analytics*.

### Campus climate

*Campus climate* is a measure—real or perceived—of the campus environment as it relates to interpersonal, academic and professional interactions. It refers to the experience of individuals or groups at the institution as they interact with community members. A healthy campus climate is one in which people feel welcome, safe and valued. In an unhealthy campus climate, people often feel isolated, marginalized and even unsafe.

### Cultural competency

*Cultural competency* refers to an ability to interact effectively with people of different cultures. Cultural competency has four components: (1) awareness of one’s own cultural worldview, (2) attitude toward cultural differences, (3) knowledge of different cultural practices and worldviews, and (4) cross-cultural skills. Developing cultural competency results in an ability to understand, communicate and effectively interact with people across cultures.<sup>ii</sup>

### Diversity

The Minnesota State Colleges and Universities system recognizes and respects the importance of all similarities and differences among human beings. The system and its institutions are committed, through their programs and policies, to fostering inclusiveness, understanding, acceptance and respect in a multicultural society. *Diversity* includes, but is not limited to, age, ethnic origin, national origin, race, color, sex, sexual orientation, marital status, disability, religious beliefs, creeds and income. Minnesota State Colleges and Universities system’s commitment to diversity compels it to confront prejudicial, discriminatory or racist behaviors and policies.

### Inclusion

*Inclusion* today is widely thought of as a practice of ensuring that people in organizations feel they belong, are engaged and are connected through their work to the goals and objectives of the organization. Miller and Katz (2002) present a common definition: “Inclusion is a sense of belonging; feeling respected, valued for who you are; feeling a level of supportive energy and commitment from others so than you can do your best work.”<sup>iii</sup> Inclusion is a shift in organization culture. The process of inclusion engages each individual and makes each feel valued and essential to the success of the organization. Individuals function at full capacity, feel more valued and are included in the organization’s mission. This culture shift creates higher-performing organizations where motivation and morale soar.

### Underrepresented

*Underrepresented* students include underserved students (African American/Black, Asian, Hispanic, American Indian and multiracial), plus first-generation students and low-income students. (In specific instances, other groups of students may be considered underrepresented. For example, in a traditionally female discipline, males may be considered underrepresented.)

### Underserved

*Underserved* students are those who have been traditionally excluded from full participation in our society and its institutions and include African American/Black, Asian, Hispanic, American Indian and multiracial students. The basis of exclusion has primarily been race and color.

### Underutilized

*Underutilized* describes a situation in which the demographics of employees at an institution does not reflect the demographic availability of qualified candidates in the labor market.

### AMAZING FACTS:

“*Make College Part of Your Future*” is a guide to choosing a college, published in Dakota, English, French, Hmong, Ojibwe, Russian, Somali, Spanish and Vietnamese.

#### NOTES

i Donald Norris, Linda Baer, Joan Leonard, Louis Pugliese, and Paul Lefrere. January/February 2008. “Action Analytics: Measuring and Improving Performance That Matters in Higher Education,” *EDUCAUSE Review*, vol. 43, no. 1, pp. 42–67.

ii Mercedes Martin and Billy Vaughn. 2007. *Strategic Diversity & Inclusion Management*, pp. 31–36. DTUI Publications Division: San Francisco, CA.

iii Frederick A. Miller and Judith H. Katz. 2002. *The Inclusion Breakthrough: Unleashing the Real Power of Diversity*. San Francisco: Berrett-Koehler Publishers.

# Summary of Diversity Plan Strategies

To successfully respond to the academic, economic, demographic and social changes occurring in a global marketplace, Minnesota State Colleges and Universities will undertake the strategic directions and goals below. Diversity Plan 2011-2015 desired results and strategies are connected to the system's strategic directions.

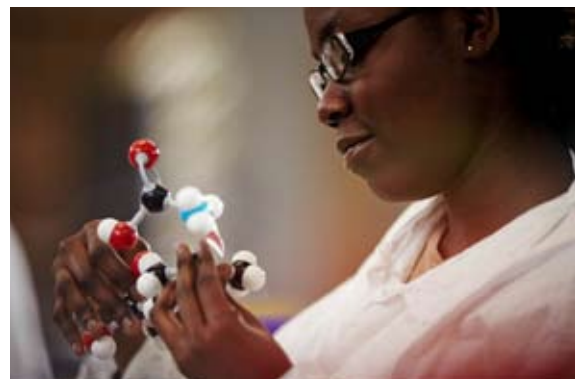
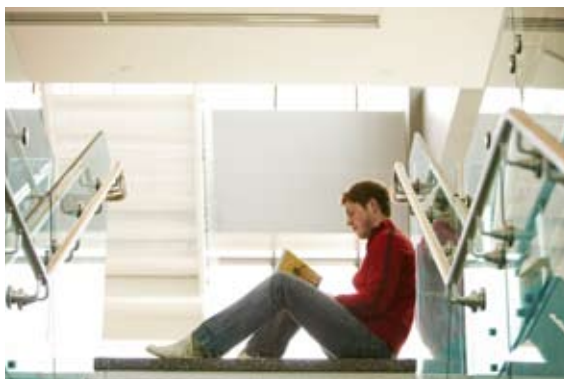
## Strategic Direction 1: Increase access, opportunity and success.

### Diversity Plan 2011-2015 desired result:

Raise Minnesota's participation and achievement in postsecondary education by meeting the needs of students with diverse backgrounds and educational goals.

### Strategies to achieve desired results:

- 1.1** Each institution will work to create an inclusive campus to support the success of underrepresented and diverse students including GLBTQ and disabled students.
- 1.2** The system will provide appropriate professional development for all employees and students to gain awareness and knowledge of intercultural competency skills.
- 1.3** The system will develop strategies and programs that seek to maintain an affordable cost of attendance for underrepresented students through increased scholarships, grants, graduate assistantships and internships.
- 1.4** In consultation with the Office of the Chancellor, each institution will establish its own goals for the access and success of students from underrepresented and diverse groups and measure the effectiveness of programs.
- 1.5** Each institution will implement or improve current programs designed to increase the enrollment of students from underrepresented groups and measure the effectiveness of those programs.
- 1.6** The system will create a clearinghouse of resources and disseminate information regarding admissions, financial assistance and opportunities at the system's colleges and universities using local underrepresented communities, higher education collaborative social service agencies, spiritual-based institutions and other organizations.



## **Strategic Direction 2: Promote and measure high-quality learning programs and services through a commitment to academic excellence and accountability.**

### **Diversity Plan 2011-2015 desired result:**

Educate Minnesota State Colleges and Universities students to be socially responsible and competitive in the global world.

### **Strategies to achieve desired results:**

- 2.1** Increase diversity in the curriculum.
- 2.2** Diversity officers use course catalog to develop co-curriculum programming and projects.
- 2.3** Add a diversity liaison to curriculum and academic affairs committees.
- 2.4** Leverage resources and technology to provide multiple delivery options for educational programs and student services that enhance underrepresented student populations.
- 2.5** Engage and draw upon the talents and expertise of faculty, staff, students and others to achieve sustainable excellence and efficiency. Reward and support institutions, administrators, faculty and staff for innovations that advance excellence and efficiency.

## **Strategic Direction 3: Provide programs and services to enhance the global economic competitiveness of the state, its regions and its people.**

### **Diversity Plan 2011-2015 desired result:**

Develop each institution's capacity to be engaged in and add value to its region and meet the needs of employers.

### **Strategies to achieve desired results:**

- 3.1** Work and collaborate with organizations that serve the underrepresented to prepare all young people to graduate from high school and enroll in college prepared for college-level work.
- 3.2** Increase relationships with Chambers of Commerce that represent minority, immigrant and women business interests.
- 3.3** Increase and cultivate relationships with alumni who own or participate in minority- and women-owned businesses.
- 3.4** Increase relationships with business, industry and government programs and activities that support minority- and women-owned businesses.

## **Strategic Direction 4: Innovate to meet current and future educational needs.**

### **Diversity Plan 2011-2015 desired result:**

Increase and retain the numbers of diverse and underutilized employees at all levels of Minnesota State College and Universities positions.

### **Strategies to achieve desired results:**

- 4.1** Develop internships, mentoring relationships, advanced training and professional development opportunities for employees with the goal of improving their ability to compete for positions of leadership and qualify for interim appointment opportunities.
- 4.2** Create an on-boarding and off-boarding policy, activities and programs for diverse employees at multiple levels.
- 4.3** Develop core competencies for chief diversity officers.
- 4.4** Increase diversity in temporary part-time and adjunct faculty.
- 4.5** Include as part of all position descriptions a demonstration of cultural competency.
- 4.6** Create a clearinghouse of resources, best practices and strategies for recruiting diverse faculty and staff, focusing on underrepresented communities. Create electronic training on best practices in recruitment of diverse populations.
- 4.7** Advertise and have a table at national conferences such as National Conference on Race and Ethnicity in American Education that target diverse employees. Develop a process whereby all of the system can access applicant resumes.
- 4.8** Create and implement a policy to redact the names of candidates on resumes.
- 4.9** Include affirmative action utilization goals in presidential evaluations.

## **Strategic Direction 5: Ensure the long-term viability of public higher education in Minnesota.**

### **Diversity Plan 2011-2015 desired result:**

Create and sustain the viability of public higher education for underrepresented students.

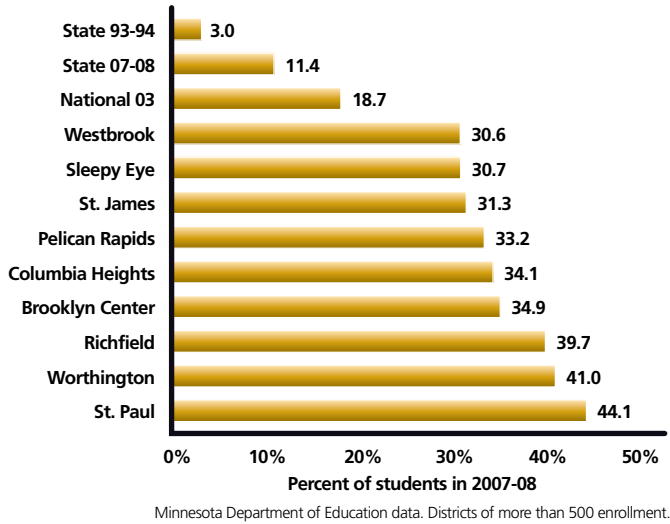
### **Strategies to achieve desired results:**

- 5.1** Organize regional collaborative efforts that promote best systemwide practices to leverage resources and technology.
- 5.2** Research, identify and create a clearinghouse of alternative financial resources for funding high-quality and sustainable programs and activities for underrepresented students.
- 5.3** Use action analytics to connect data to outcomes toward advancing diversity throughout the system.
- 5.4** Conduct a campus climate assessment by each institution at a minimum of every three years. The Office of the Chancellor will conduct a workplace climate assessment every three years.

# Minnesota Demographics

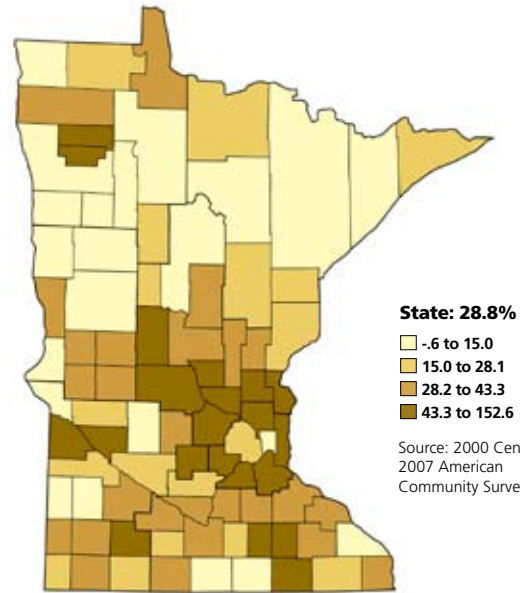
Changing demographics have increased dramatically the proportion of ethnic and racial groups in the general population in Minnesota. Because of the demographic changes, the Minnesota State Colleges and Universities system is serving a more diverse student body. The following is a look at those changing demographics.

## Students speaking non-English language at home

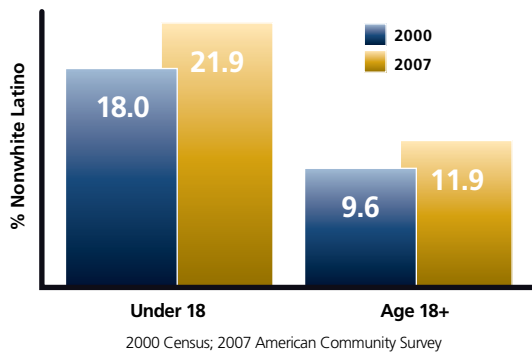


## Rate of growth in nonwhite/Latino population

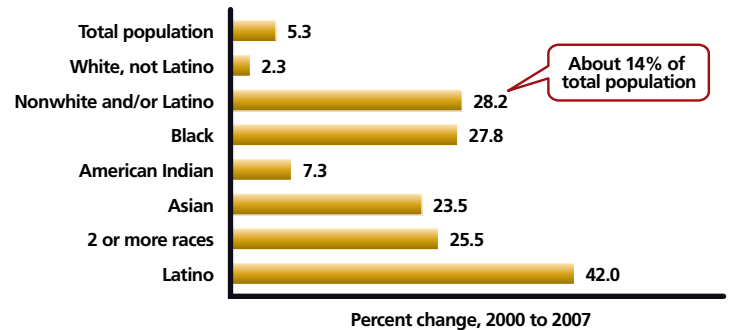
2000-2007 Census Bureau estimates



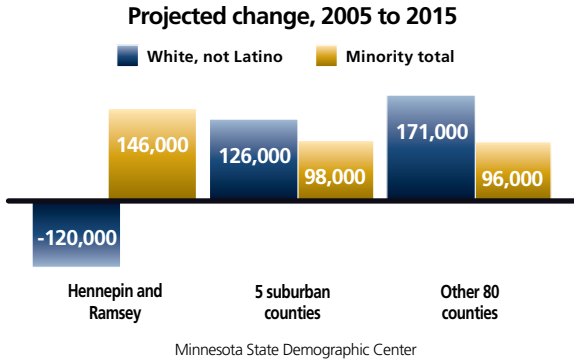
## Minnesota children are more diverse than adults



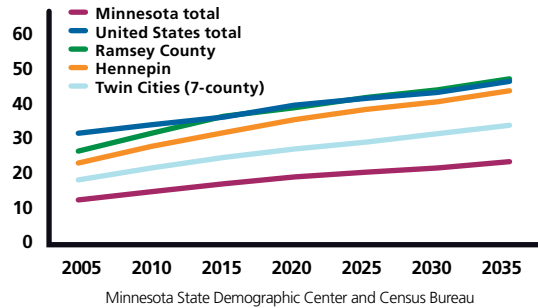
## Nonwhite and Latino populations grow faster in Minnesota



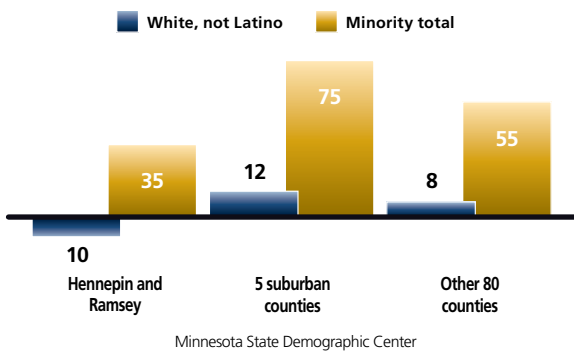
### Minority population growth expected to be widespread in Minnesota



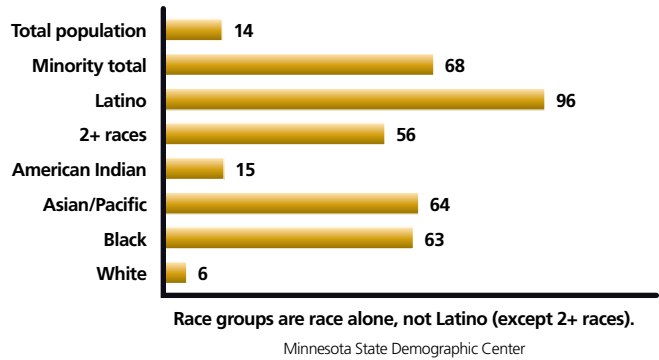
### Minnesota will grow more diverse; remain less diverse than the nation



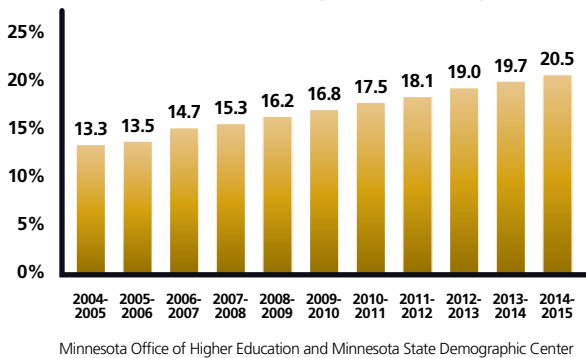
### Projected percent change, 2005 to 2015



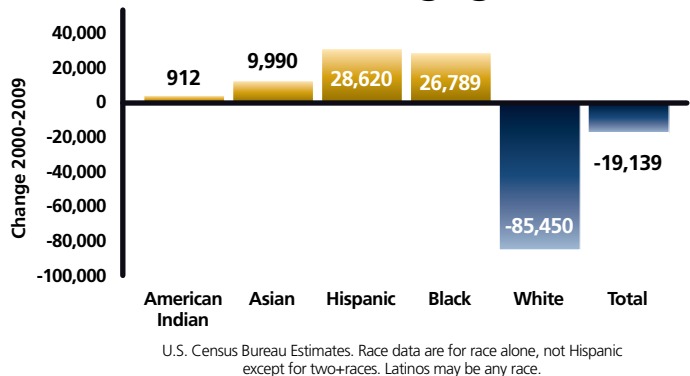
### Projected percent change in Minnesota population, 2005-2020



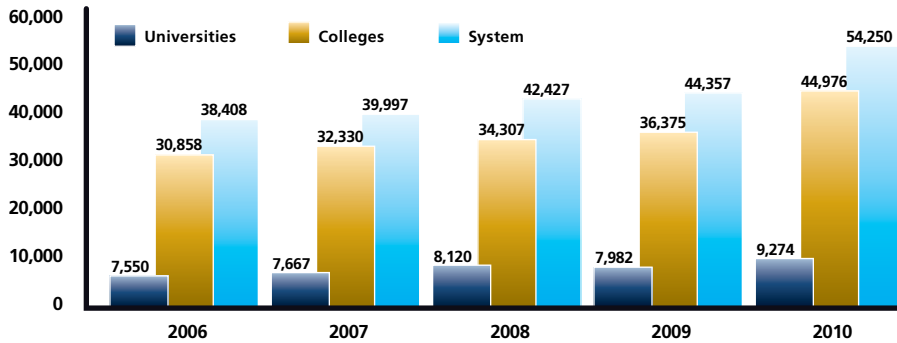
### Minorities will be an increasing share of Minnesota high school graduates



### Minnesota public school enrollment is changing



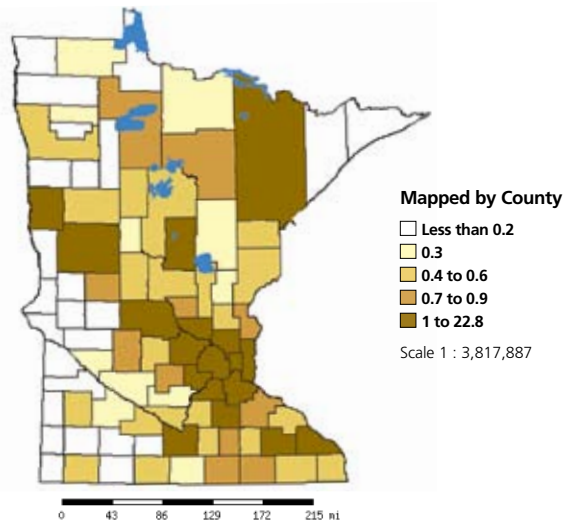
## New underrepresented undergraduate students Minnesota State Colleges and Universities Fiscal Years 2006 to 2010



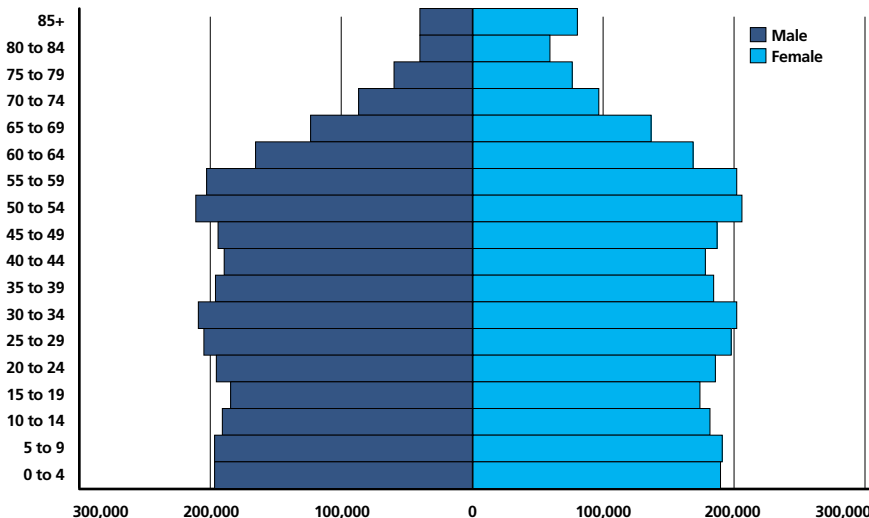
Minnesota State Colleges and Universities Office of the Chancellor Academic and Student Affairs Research, Planning & Effectiveness

## Disability status: Both male and female, and civilian non- institutionalized population 5 years and over, as percent of the state

Minnesota Department of  
Administration/Office of  
Geographic and Demographic  
Analysis/MnGeo



## Minnesota's population in 2015 by age and gender



Minnesota State Demographic Center

## Milestones from the Systemwide Strategic Diversity Plan 2006-2010

The numbers of diverse students have markedly increased.

“Make College a Part of Your Future” public relations recruitment campaign, which was written in nine languages, won the Public Relations Society of America’s Silver Anvil award.

The Legislature provided for access, opportunity and success funding.

Otto Bremer Foundation provided substantial funding.

A Diversity Awards Program was instituted.

Refined focus on American Indian success and hired an American Indian access and opportunity specialist.

Began addressing the dwindling numbers of males in higher education by developing a system work group to look at male access; the group issued a report on male access.

# Diversity Plan 2011-2015 Strategies

## 1. Strategic Direction

Increase access, opportunity and success.

	1.1	1.2	1.3
<b>Strategies</b>	Each institution will work to create an inclusive campus to support the success of underrepresented and diverse students including GLBTQ and disabled students	The system will provide appropriate professional development for all employees and students to gain awareness and knowledge of intercultural competency skills	The system will develop strategies and programs that seek to maintain an affordable cost of attendance for underrepresented students through increased scholarships, grants, graduate assistantships and internships
<b>Measure of success</b>	Institutions establish best practices such as early warning systems, intrusive advising, prescriptive and developmental advising, civic engagement and service learning  Institutions that have best practices further promote and support best practices.  Increase in student success numbers	Professional development of intercultural competency will be created and delivered  Workplace climate surveys such as the CCSSE and NSSE will demonstrate improvement  Increase in student success numbers	Strategies and programs that seek to maintain an affordable cost of attendance for underrepresented students through increased scholarships, grants, graduate assistantships and internships will be developed  Increase in student enrollment and success numbers
<b>Baseline data</b>	Current success numbers	Current intercultural competency training for all students and employees	Current cost of attending institutions and current resources available for students
<b>Resources needed</b>	Employee time	Money for professional development	Employee time
<b>Partners and stakeholders</b>	Presidents, vice-presidents, deans, diversity leadership/staff, faculty	Presidents, vice-presidents, deans, diversity leadership/staff, faculty	Presidents, vice-presidents, deans, diversity leadership/staff, faculty
<b>Who is responsible?</b>	Presidents, vice-presidents, deans, diversity leadership/staff, faculty	Presidents, vice-presidents, deans, diversity leadership/staff, faculty	Presidents, vice-presidents, deans, diversity leadership/staff, faculty
<b>Timeline</b>	Ongoing	Ongoing	Ongoing

## Desired result

Raise Minnesota’s participation and achievement in postsecondary education by meeting the needs of students with diverse backgrounds and educational goals.

1.4	1.5	1.6
In consultation with the Office of the Chancellor, each institution will establish its own goals for the access and success of students from underrepresented and diverse groups and measure the effectiveness of programs	Each institution will implement or improve current programs designed to increase the enrollment of students from underrepresented groups and will measure the effectiveness of those programs	Create a clearinghouse of resources and disseminate information regarding admissions, financial assistance and opportunities at the system’s colleges and universities using local underrepresented communities, higher education collaborative social service agencies, spiritual-based institutions and other organizations
Goals and objectives will be established Increase in student enrollment numbers	Institutions will implement or improve current programs designed to increase the enrollment of students from underrepresented groups and measure the effectiveness of those programs Increase in student enrollment and success numbers	A clearinghouse of resources will be created, and the information will be disseminated Increase in student enrollment and success numbers
Current student enrollment and success numbers	Current student enrollment and success numbers	Current resources
Employee time	Employee time	Money to create and distribute clearinghouse
Presidents, vice-presidents, deans, diversity leadership/staff, faculty	Presidents, vice-presidents, deans, diversity leadership/staff, faculty, technology staff	Presidents; vice-presidents, deans, diversity leadership/staff, faculty
Presidents, vice-presidents, deans, diversity leadership/staff, faculty	Presidents, vice-presidents, deans, diversity leadership/staff, faculty, technology staff	Presidents, vice-presidents, deans, diversity leadership/staff; faculty
Ongoing	Ongoing	June 2011, ongoing

**2. Strategic Direction**

Promote and measure high-quality learning, programs and services through a commitment to academic excellence and accountability.

	<b>2.1</b>	<b>2.2</b>
<b>Strategies</b>	Increase diversity in the curriculum	Diversity officers use course catalog to develop co-curriculum programming and projects
<b>Measure of success</b>	<p>The number of courses infused with diversity has increased</p> <p>Faculty will be offered the opportunity to be trained on infusing diversity into the curriculum</p> <p>Campus climate survey indicates employees and students are more culturally competent</p> <p>Retention of underutilized employees and underrepresented students will increase</p>	<p>Diversity officers are using course catalog to develop programming and projects</p> <p>Campus climate survey indicates employees and students are more culturally competent</p>
<b>Baseline data</b>	<p>Current number of courses that have diversity infused into them</p> <p>Current campus climate survey results</p> <p>Current retention numbers of underutilized employees and underrepresented students</p>	<p>Number of diversity officers that are using course catalog to develop programming and projects</p>
<b>Resources needed</b>	<p>Money for training faculty to infuse diversity into the curriculum</p>	<p>Money for training diversity officers in using course catalog to develop programming and projects</p>
<b>Partners and stakeholders</b>	<p>Presidents, vice-presidents, deans, diversity leadership/staff, faculty</p>	<p>Presidents, vice-presidents, deans, diversity leadership/staff, faculty</p>
<b>Who is responsible?</b>	<p>Presidents, vice-presidents, deans, diversity leadership/staff, faculty</p>	<p>Presidents, vice-presidents, deans, diversity leadership/staff, faculty</p>
<b>Timeline</b>	Ongoing	Ongoing

## Desired result

Educate Minnesota State Colleges and Universities students to be socially responsible and competitive in the global world.

2.3	2.4	2.5
Add a diversity liaison to curriculum and academic affairs committees	Leverage resources and technology to provide multiple delivery options for educational programs and student services that enhance underserved student populations	Engage and draw upon the talents and expertise of faculty, staff, students and others to achieve sustainable excellence and efficiency  Reward and support institutions, administrators, faculty and staff for innovations that advance excellence and efficiency
Diversity liaisons are added to curriculum and academic committees  Campus climate survey indicates employees and students are more culturally competent  Retention of underutilized employees and underrepresented students will increase	Multiple delivery options for educational programs and student services that enhance underserved student populations will be created  Underrepresented students will increase	Rewards for institutions, administrators, faculty and staff for innovations that advance excellence and efficiency
Number of diversity liaisons currently serving curriculum and academic affairs committees	The number of multiple delivery options for educational programs and student services that enhance underrepresented student populations	Number of rewards
	Money for providing multiple delivery options for educational programs and student services that enhance underrepresented student populations	Money for rewards
Presidents, vice-presidents, deans, diversity leadership/staff, faculty	Presidents, vice-presidents, deans, diversity leadership/staff, faculty, technology staff	Presidents, vice-presidents, deans, diversity leadership/staff, faculty
Presidents, vice-presidents, deans, diversity leadership/staff, faculty	Presidents, vice-presidents, deans, diversity leadership/staff, faculty, technology staff	Presidents, vice-presidents, deans, diversity leadership/staff, faculty
Ongoing	Ongoing	Ongoing

### 3. Strategic Direction

Provide programs and services to enhance the global economic competitiveness of the state, its regions and its people.

	3.1	3.2
<b>Strategies</b>	Work and collaborate with underrepresented organizations that serve the underrepresented to prepare all young people to graduate from high school and enroll in college prepared for college-level work	Increase relationships with Chambers of Commerce that represent minority, immigrant and women business interests
<b>Measure of success</b>	Increase in partnerships and collaboration	Increase the number of relationships
<b>Baseline data</b>	Assess campuses to see how often they are working with organizations and with the public schools.  Assess campuses for best practices in working with organizations and public schools.	Current number of relationships
<b>Resources needed</b>	Funding Staff skilled in the area of assessment of programs Staff to work with the organization and schools	Employee time
<b>Partners and stakeholders</b>	Office of the Chancellor, campus leadership, admissions staff, diversity officers, Diversity and Multiculturalism division	Office of the Chancellor, Academic and Student Affairs, Finance, presidents, vice-presidents, deans, diversity leadership/staff, Diversity and Multiculturalism division
<b>Who is responsible?</b>	Office of the Chancellor, campus leadership, admissions staff, diversity officers, Diversity and Multiculturalism division	Office of the Chancellor, Academic and Student Affairs, Finance, presidents, vice-presidents, deans, diversity leadership/staff, Diversity and Multiculturalism division
<b>Timeline</b>	By end of year 2014	Ongoing

## Desired result

Develop each institution’s capacity to be engaged in and add value to its region and meet the needs of employers.

3.3	3.4
Increase and cultivate relationships with alumni who own or participate in minority- and women-owned businesses	Increase relationships with business, industry and government programs and activities that support minority and women-owned businesses
Increase the number of relationships	Increase the number of relationships
Current number of relationships	Current number of relationships
Employee time	Employee time
Office of the Chancellor, Academic and Student Affairs, Finance, presidents, vice-presidents, deans, diversity leadership/staff, faculty, Diversity and Multiculturalism division	Office of the Chancellor, Academic and Student Affairs, Finance, presidents, vice-presidents, deans, diversity leadership/staff, faculty, Diversity and Multiculturalism division
Office of the Chancellor, Academic and Student Affairs, Finance, presidents, vice-presidents, deans, diversity leadership/staff, Diversity and Multiculturalism division	Office of the Chancellor, Academic and Student Affairs, Finance, presidents, vice-presidents, deans, diversity leadership/staff, Diversity and Multiculturalism division
Ongoing	Ongoing

### AMAZING FACTS:

*Nearly 86 percent of graduates get jobs related to their field of study.*

## 4. Strategic Direction

Innovate to meet current and future educational needs.

	4.1
<b>Strategies</b>	Develop internships, mentoring relationships, advanced training and professional development opportunities for employees with the goal of improving ability to compete for positions of leadership and qualify for interim appointment opportunities
<b>Measure of success</b>	Establish internships, mentoring relationships, advanced training and professional development opportunities for current diverse and underutilized system employees (e.g., Luoma Academy, attendance at high-level training and conferences; creation of mentoring programs; and job shadowing opportunities)  Retention of diverse and underutilized employees will increase Underutilization in job groups will decrease
<b>Baseline data</b>	Data on current diverse and underutilized employees Affirmative action plans Employee engagement surveys
<b>Resources needed</b>	Money for training, conferences, mentoring programs, professional leaves of absence and sabbaticals with return guarantees
<b>Partners and stakeholders</b>	Presidents, vice-presidents, deans, human resources directors, diversity leadership/staff, union leadership, employees
<b>Who is responsible?</b>	Presidents, vice-presidents, deans, human resources directors, diversity leadership/staff, leadership, employees
<b>Timeline</b>	Ongoing

### AMAZING FACTS:

*More than 80 percent of graduates stay in Minnesota to work or continue their education.*

## Desired result

Increase and retain the numbers of diverse and underutilized employees at all levels of Minnesota State College and Universities positions.

4.2	4.3	4.4
Create an on-boarding and off-boarding policy, activities and programs for diverse employees at multiple levels	Develop core competencies for chief diversity officers	Increase diversity in temporary part-time and adjunct faculty
<p>Establish an on-boarding and off-boarding policy, activities and programs for diverse employees at multiple levels</p> <p>Retention of diverse and underutilized employees will increase</p> <p>Underutilization in job groups will decrease</p> <p>Retention rates of employees will increase</p>	<p>Promulgate a chief diversity officer core competencies description to campus and Office of the Chancellor stakeholders</p> <p>Chief diversity officers will be hired using the newly created job description</p>	<p>There will be an increase of diverse temporary part-time and adjunct faculty</p> <p>Retention of diverse and underutilized employees will increase</p> <p>Underutilization in job groups will decrease</p>
<p>Data on current diverse and underutilized employees</p> <p>Affirmative action plans</p> <p>Employee engagement surveys</p>	<p>Current campus chief diversity officer job descriptions</p> <p>Best practices in campus chief diversity officer job description</p>	Temporary part-time and adjunct faculty numbers
<p>Money for establishing and running on-boarding and off-boarding programs</p> <p>Technology for running program</p>	Staff time to review and create position description for chief diversity officer	Identify percentage of temporary part-time and adjunct faculty
Presidents, vice-presidents, deans, human resources directors, diversity leadership/staff, union leadership, employees	Human Resources, diversity officers, Office of the Chancellor Diversity and Multiculturalism division	Presidents, vice-presidents, deans, human resources directors, diversity leadership/staff, union leadership, employees
Presidents, vice-presidents, deans, human resources directors, diversity leadership/staff, leadership, employees	Human Resources, diversity officers, Office of the Chancellor Diversity and Multiculturalism division	Presidents, vice-presidents, deans, human resources directors, diversity leadership/staff, leadership, employees
Spring/Summer 2011: establish on-boarding and off-boarding policy, activities and programming. Policy, activities and programming are ongoing.	Develop and promulgate a core competencies description in Fall 2010	Ongoing

## 4. Strategic Direction

Innovate to meet current and future educational needs.

	4.5	4.6
<b>Strategies</b>	Include as part of all position descriptions a demonstration of cultural competency	Create a clearinghouse of resources, best practices and strategies for recruiting diverse faculty and staff, focusing on underrepresented communities  Create electronic training for best practices in recruitment of diverse populations
<b>Measure of success</b>	Language is created for demonstrating cultural competency on position descriptions  Increase in diverse and underutilized employees  Underutilization in job groups will decrease	Clearinghouse of resources and electronic training is created  The number of participants using the clearinghouse of resources and electronic training  Diverse and underutilized employees will increase.  Underutilization in job groups will decrease
<b>Baseline data</b>	Data on current diverse and underutilized employees  Affirmative action plans	Current resources and training
<b>Resources needed</b>	None	Staff time and money to create clearinghouse of resources and electronic training.
<b>Partners and stakeholders</b>	Presidents, vice-presidents, deans, human resources directors, diversity leadership/staff, union leadership, employees, Higher Education Recruitment Consortium	Presidents, vice-presidents, deans, diversity leadership/staff, Academic and Student Affairs, technology staff
<b>Who is responsible?</b>	Presidents, vice-presidents, deans, human resources directors, diversity leadership/staff, leadership, employees	Presidents, vice-presidents, deans, diversity leadership/staff, Academic and Student Affairs, technology staff
<b>Timeline</b>	Spring 2011, ongoing	Ongoing

## Desired result

Retain the numbers of diverse and underutilized employees at all levels of Minnesota State College and Universities positions.

4.7	4.8	4.9
<p>Advertise and have a table at national conferences such as National Conference on Race and Ethnicity in American Higher Education that target diverse employees</p> <p>Develop a process whereby all of the system can access applicant resumes</p>	<p>Create and implement a policy to redact the names of candidates on resumes</p>	<p>Include affirmative action utilization goals in presidential evaluations</p>
<p>Advertising and having a table at national conferences such as National Conference on Race and Ethnicity in American Higher Education that target diverse employees</p> <p>Diverse and underutilized employees will increase</p> <p>Underutilization in job groups will decrease</p>	<p>Increased numbers of diverse pools of candidates for all Minnesota State Colleges and Universities hires</p> <p>Diverse and underutilized employees will increase</p> <p>Underutilization in job groups will decrease</p>	<p>Institutions meeting affirmative action goals</p> <p>Diverse and underutilized employees will increase</p> <p>Underutilization in job groups will decrease</p>
<p>Current numbers on advertising and tables at conferences</p>	<p>Data on current diverse and underutilized employees</p> <p>Affirmative action plans</p>	<p>Data on current diverse and underutilized employees</p> <p>Affirmative action plans</p>
<p>Money for advertising and tables at conferences</p>	<p>Money for staff or technology to redact names</p>	
<p>Presidents, vice-presidents, deans, human resources directors, diversity leadership/staff, union leadership, employees</p>	<p>Presidents, vice-presidents, deans, human resources directors, diversity leadership/staff, union leadership, employees</p>	<p>Presidents, vice-presidents, deans, human resources directors, diversity leadership/staff, union leadership, employees</p>
<p>Presidents, vice-presidents, deans, human resources directors, diversity leadership/staff, leadership, employees</p>	<p>Presidents, vice-presidents, deans, human resources directors, diversity leadership/staff, union leadership, employees</p>	<p>Presidents, vice-presidents, deans, human resources directors, diversity leadership/staff, union leadership, employees</p>
<p>Fall 2011, ongoing</p>	<p>Ongoing</p>	<p>Ongoing</p>

## 5. Strategic Direction

Ensure the long-term viability of public higher education in Minnesota.

	5.1	5.2
<b>Strategies</b>	Organize regional collaborative efforts that promote best systemwide practices to leverage resources and technology	Research, identify and create a clearinghouse of alternative financial resources for funding high-quality and sustainable programs and activities for underrepresented students
<b>Measure of success</b>	Collaborations in the system will increase Resources and technology will be used in collaborations	A clearinghouse will be created and made available to schools
<b>Baseline data</b>	Current collaborations between institutions	Current financial resources
<b>Resources needed</b>	Money for collaborations	
<b>Partners and stakeholders</b>	Presidents, vice-presidents, deans, diversity leadership/staff, union leadership, all divisions, employees	Presidents, vice-presidents, deans, diversity leadership/staff, union leadership, all divisions, employees
<b>Who is responsible?</b>	Presidents, vice-presidents, deans, diversity leadership/staff, union leadership, all divisions, employees	Presidents, vice-presidents, deans, diversity leadership/staff, union leadership, all divisions, employees
<b>Timeline</b>	Ongoing	June 2011, ongoing



## Desired result

Create and sustain the viability of public higher education for underserved students.

5.3	5.4
Use action analytics to connect data to outcomes toward advancing diversity throughout the system	Conduct a campus climate assessment by each institution at a minimum of every three minimum years. The Office of the Chancellor will conduct a workplace climate assessment every three years
Actions analytics will used for strategies, projects and activities	Climate surveys will be created and executed
Action analytics tool and information	Various climate surveys
Money for action analytics strategies and programming Training on action analytics	Money for climate surveys Training on climate surveys
Presidents, vice-presidents, deans, diversity leadership/staff, union leadership, all divisions, employees	Presidents, vice-presidents, deans, diversity leadership/staff, union leadership, all divisions, employees
Presidents, vice-presidents, deans, diversity leadership/staff, union leadership, all divisions, employees	Presidents, vice-presidents, deans, diversity leadership/staff, union leadership, all divisions, employees
Ongoing	Ongoing

### AMAZING FACTS:

*The Minnesota State Colleges and Universities educates:*

- 49 percent of the state's new teaching graduates.
- 83 percent of the state's new nursing graduates.
- 90 percent of new mechanics graduates.
- 38 percent of the state's new business graduates.
- 9,000 firefighters and emergency first responders each year.

# Acknowledgements

The following groups were instrumental in creating and reviewing the System Strategic Diversity Plan:

- System Strategic Diversity Plan 2011-2015 work group
- Minnesota State Colleges and Universities campus diversity officers
- Minnesota State Colleges and Universities Diversity Leadership Committee

## AMAZING FACTS:

*The Minnesota State Colleges and Universities Office of the Chancellor's Diversity and Multiculturalism division website, [www.diversity.mnscu.edu](http://www.diversity.mnscu.edu), contains a wealth of resources for:*

- *Prospective students and parents.*
- *Employers and employees on job resources.*
- *Equal opportunity employment.*



# Office of the Chancellor Diversity and Multiculturalism Division

The primary focus of the work of the Diversity and Multiculturalism division has been to provide leadership to the Minnesota State Colleges and Universities' commitment to higher education access and success for all Minnesotans, especially those from underrepresented groups. Significant attention has also been given to creating a diverse, innovative workforce and to establishing assessment and accountability protocol systems for diversity programs. The division's compliance program is very effective in both education and complaint management.

The Board of Trustees, through its Diversity and Multiculturalism committee and the Chancellor, provided leadership and support for this systemwide effort. This work has been supported by one administrative assistant, three program staff members and two administrators. Additionally, numerous campus and community members have provided invaluable assistance to the division's achievements.

## **Mission**

The Diversity and Multiculturalism division of the Minnesota State Colleges and Universities system actively promotes a healthy, productive educational and work environment that is free of discrimination.

## **Its mission is to foster:**

- Increased access, opportunity and success
- Inclusiveness
- Cultural competency

## **Mandate**

The Diversity and Multiculturalism division reports to the chancellor. The division reflects the Minnesota State Colleges and Universities system's commitment to providing equal education and employment opportunities to all.

The strategic imperative that guides the division's work is a systemwide goal to increase access and opportunity in the areas of recruitment, enrollment, retention and success of students from groups that have been traditionally underrepresented and underserved. The division consistently seeks innovative ways of achieving this goal.



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