Implementation Team: Diversity

Which Charting the Future Report Recommendation(s) did your team address?
Dramatically increase the success of all learners, especially those in diverse populations traditionally underserved by higher education.

Recommended Initiatives

1) Provide Resources for Faculty Development to Ensure Culturally Relevant Pedagogy

2) Implement Diversity Mapping and Assessment of Diversity Needs

3) Develop and Implement Campus Diversity Plans

4) Clarify, Support, and Advance the Role of Chief Diversity Officer

5) Improve Recruitment, Admission, and Retention of Diverse Students

6) Ensure Affordability For All Students

7) Close the Gap In Educational Opportunity (Achievement Gap)

8) Improve Recruitment, Retention, and Development of Diverse Employees
**Initiative #1: Provide Resources for Faculty Development to Ensure Culturally Relevant Pedagogy**

**Description:**
Campuses shall provide adequate and on-going resources for faculty to develop teaching and learning strategies to implement social justice, inclusive pedagogical practices, and domestic and global cultural competency into curriculum.

This initiative focuses specifically on faculty; however campuses shall also provide adequate and on-going resources for staff cultural competency training and development opportunities, including peer-to-peer mentorships, affinity groups, and other programs. That is addressed in specifically in the initiative developed in conjunction with the Student Success Team.

**What is the Current State?**
There are disparities in the student educational experience.

Institutions’ cultural pedagogy is limited to small pockets within the institution. Many faculty do not have the time, training opportunities, nor resources to develop culturally relevant pedagogy. Many are unaware that their pedagogy is not culturally relevant and therefore do not realize that they need development.

Students are graduating from MnSCU schools underprepared to understand differing cultures, and persons of differing or underserved cultures. In addition, many diverse or underrepresented students are dropping out due to a lack of culturally relevant pedagogy, which is contributing to the Gap in Educational Opportunity (Achievement Gap).

**What is the Desired Future State?**
Culturally relevant pedagogy enables students to learn in culturally appropriate ways and within culturally validating environments. These practices vary across campuses. Faculty development should focus on preparing faculty to teach within a diverse context and embed culturally relevant practices in the learning environment.

Students will thrive in culturally appropriate classrooms and will be adequately prepared for effective engagement with different cultures in a diverse and multicultural society. Students will be prepared for understanding how differences manifest in the social, cultural and racial realities of modern society. We believe that implementing this initiative will help to close the Gap in Educational Opportunity (Achievement Gap).

**Risk analysis**
A lack of culturally relevant and responsive pedagogy in classrooms risks widening the Gap in Educational Opportunity (Achievement Gap) and increases the challenges among underrepresented populations. Teachers educated to understand cultural differences, learning styles, social structures, and disabilities (cultural competency) will have the knowledge base necessary to identify the cultural differences that might impede educational success.

Secondly, a lack of culturally relevant and responsive pedagogy is diserving graduates by not preparing them for the diverse workforce and for working alongside or under persons of differing cultural values, beliefs, abilities and worldviews.
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<th>Type of Initiative (check all that apply):</th>
<th>Suggested Timeframe for Completion:</th>
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<td><strong>Institution:</strong></td>
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<td>• Assessment of diversity needs should precede planning.</td>
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<td>• Diversity planning should respond to identified needs and target areas and faculty development needs should be addressed.</td>
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<td>• This initiative requires broad consultation and strategies for implementation.</td>
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<td>• Training and development programs have budget implications and should be considered as important campus diversity priorities.</td>
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<td>• Campuses should engage faculty leadership and bargaining units in discussing how to partner effectively during the planning and implementation of this initiative.</td>
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<th><strong>System wide:</strong></th>
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<td>• MnSCU cannot support curriculum that is culturally biased, and must encourage campus presidents and union leadership to promote faculty development in this area.</td>
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<th>Policy barriers, interdependencies, or other concerns:</th>
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<td>1) Faculty development and curricular changes is the purview of the faculty. MnSCU and campus leaders must have consultation with faculty unions.</td>
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<tr>
<td>2) Lack of adequate institutional support for culturally relevant and responsive pedagogy. Institutions must provide resources for training, awareness, and support during times of change.</td>
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<tr>
<td>3) Lack of awareness and knowledge; overt “isms”, biases, and prejudice; resistance to change. Institutions must provide resources for training, awareness, and support during times of change.</td>
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<td>1) Financial resources are needed for training and development, which may include consultants, conferences, and other special resources. This amount will vary by institution based on size and specific needs.</td>
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<tr>
<td>2) Time allowance is needed for faculty to participate in training and development. Can be part of regular faculty development plans.</td>
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<tr>
<td>3) Campuses can collaborate to share resources, leverage purchasing power, and share best practices.</td>
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</table>
**Other Suggestions:**

- Promote culturally relevant pedagogy from the start: during Faculty orientation, training and mentorship programs.
- Encourage culturally competency development during sabbaticals – provide incentives if appropriate.
- It is important that persons who bring diverse backgrounds be included at the table during the implementation of these initiatives.
Supporting Documentation

Research and References


Best Practices

The Oregon University System has made it a goal to have all its employees be culturally competent, which may provide a model for MnSCU: http://www.nytimes.com/ref/college/coll-opinions-zanville.html.

Gallery Walk Feedback

The Gallery Walk feedback showed strong support for this initiative. Some commenters also mentioned the importance of hiring diverse faculty, which is addressed in Initiative #8.

“Include topics on inclusive pedagogy as a regular component of faculty/staff development – not just when a “specific need” arises”

“Without a welcoming community based on training/curriculum/exposure to other cultures, even if we recruit many diverse students they may not stay/succeed”

“Diversity Concept #1 – I have seen my student population change in the electrical program from 100% white male to a diversity population including women. With help, I’m sure I can better serve this population”

“In order to develop the diversity of students all faculty should use teaching techniques that allows for the success of a wide variety of learners”

“Provide training on developing diverse perspectives across curriculum. Faculty want to know how to approach this in their classroom”

This initiative was also supported by students during the Student Focus Groups conducted by the Student Success and Diversity Teams in Fall 2014. Several students mentioned experiences where the faculty expected less from them due to their status as a diverse individual:

“And I feel like, because I had this discussion with three other people too. This is exaggerated by the fact that we’re black. I mean, when we get a C they think that’s good enough for us, when that’s not supposed to be the standard. The standard is set so low for us. We know we can do better, and we are doing better. But it’s not being translated, so it’s frustrating. This is one of the reasons why I transferred; I switched my major to urban studies from chemistry, because no one was invested in my success. There was this academic program that’s supposed to help make you a better candidate for med school but they had the GPA standard set as 2.0. So what med school would accept a 2.0 student? And that specific program is geared towards Latino and black students. I mean, how is that even acceptable?”
“One of my daughters went to <SCHOOL NAME> two years ago, and she has hearing loss, and she went into one class and the professor looked at her and said I’m not expecting anything out of you, you can’t hear, you know? She graduated with honors. She’s awesome, I mean, but would that want to make you stay? I mean, I’m hoping that’s not what’s happening here. I mean, I see interpreters. I see that. But not just hearing, but any of those types of things those people really need that extra assistance, you know?”
Initiative #2: Implement Diversity Mapping and Assessment of Diversity Needs

**Description:**
MnSCU institutions should begin an in-depth analysis of campus and system diversity efforts by mapping and assessing current programs, events and practices. Use of a nationally-benchmarked assessment tool will determine the characteristics of intentional diversity and inclusion practices, and their impact on student success.

**What is the Current State?**
The MnSCU System does not currently use a common tool to assess the effectiveness of diversity efforts on college and university campuses. Diversity efforts are often unrecorded and sporadic, and vary dramatically from campus to campus. Currently, there is no efficient way to establish system benchmarks and learn from other institutions within our system about how they are producing positive results. Several MnSCU institutions are currently in the process of, or about to begin, Diversity Mapping or similar initiatives.

**What is the Desired Future State?**
Clearly informed and evaluated strategic diversity practices that can be implemented and replicated across the system. The outcomes of diversity mapping will inform the Campus Diversity Plan (see initiative #3) and the Campus Strategic Plan.

**Risk analysis**
Diversity efforts and activities can be ineffective or less impactful than anticipated, and may not produce the desired outcomes needed to close the Achievement/Opportunity Gap.

**Type of Initiative** (check all that apply):
- X Institution
- X Inter-institutional
- X System-wide

**Suggested Timeframe for Completion:**
- _ Early Win (< 6 months)
- X Medium Term (6-18 months)
- _ Long Term (> 18 months)

**Ease of Implementation**
- _ Easy
- X Moderate
- _ Difficult

**Action Steps:**
By 2017, MnSCU institutions should begin an in-depth analysis of campus and system diversity efforts by mapping and assessing current programs, events and practices.

**Institution**
- Colleges should engage in institution-wide evaluation of diversity efforts and practices
- A consultant specializing in diversity mapping/evaluation can be used to do a campus diversity assessment
- Mapping/Assessment assists colleges in setting clear and relevant goals for institutional diversity efforts

**System**
- An institution evaluation team can be formed to lead the evaluation process. The team should determine the scope of the evaluation and how findings will be implemented

**Policy barriers, interdependencies, or other concerns:**
1) Diversity assessment and mapping are costly and may be prohibitive for some institutions. The system office could develop a grant program to which
2) Resistance to change due to fear of embarrassment, other consequences, and/or exposure
3) Current lack of leadership expectation that this is done. MnSCU System and Campus Leadership must
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<tr>
<th>campuses can apply for assistance to pay for program evaluation.</th>
<th>of bias. Institutions must provide resources for training, awareness, and support during times of change, and highlight the positive impacts that will result from the changes.</th>
<th>expect that assessment is completed and used to inform strategic planning.</th>
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**Resources:**

1) Financial resources to pay for an assessment tool. The system office could develop a grant program to which campuses can apply for assistance to pay for program evaluation.

2) A need to hire a 3rd party consulting firm, who provides a fee-based assessment to campuses.

3) Time allowance for System office/subject matter experts cohort to design a tool to assist campuses in assessment, if a 3rd-party firm is not hired.

**Other Suggestions:**

*Please share any additional ideas from the team on initiative implementation.*

- Grants can be sought to fund campus progress and impact assessments.
- It is important that persons who bring diverse backgrounds be included at the table during the implementation of these initiatives.
Supporting Documentation

Research and References


Best Practices

Regular data and feedback practices. Campus professionals can seek participant feedback through evaluations and discussions.

Periodic evaluations of effectiveness and impact. In-house evaluation team can evaluate programs and initiatives for effectiveness and impact.

Halualani and Associates provide a service that evaluates campus diversity programs and efforts and provides visual maps and recommendations for program improvement.

Equity Scorecard is also aimed at providing an evaluation of campus diversity and equity efforts

Gallery Walk Feedback

Gallery Walk feedback indicated that many like the idea of assessing our practices, establishing benchmarks, and determining return-on-investment of diversity programs. However, some stakeholders shared concerns that the cost is prohibitive, especially for small campuses.

“Diversity mapping sets a great baseline. Great idea!”

“I believe this is a good idea. Diversity programs should be measured in order to see how productive/efficient the program is”

“Mapping would provide a visual of where individual campuses are at with diversity – could provide for consistent plan moving forward that meets student needs”

“Who is funding this? Small campuses do not have resources”
### Initiative #3: Develop and Implement Campus Diversity Plans

#### Description:
By May 2016, each campus shall develop a comprehensive Campus Diversity Plan which aligns with guidelines developed by the Chief Diversity Officers in collaboration with the MnSCU Office of Diversity and Equity. The Campus Diversity Plan shall be informed by assessment and tailored to the specific needs of each campus (including campus strategic plans), supporting the system-identified criterions from the MnSCU Diversity Plan. The campus president shall be accountable to ensure that plans are developed, submitted, and implemented.

#### What is the Current State?
Although all MnSCU Colleges and Universities are required to have a Campus Diversity Plan, as of September 2014, 12 out of 31 institutions did not have a Campus Diversity Plan on file with the MnSCU Office of Diversity and Equity. For those institutions that do have a plan on file, there is little accountability for the quality, thoroughness, and adherence to these plans.

Plans are not informed by assessment so they may not be effective nor reach the areas with the greatest needs. Diversity Plans are often not clearly linked to campus strategic plans.

#### What is the Desired Future State?
By May 2016, all institutions will have a Campus Diversity Plan on file with the MnSCU Office of Diversity and Equity that can be accessed by all stakeholders, including current and prospective students.

The Campus Diversity Plans will follow a consistent format to encourage thoroughness while also allowing each campus to remain true to its unique demographics and campus culture. Campus Diversity Plans will consider a broad and inclusive definition of diversity, including but not limited to: race, color, religion, national origin, sex, age, disability status, sexual orientation, and socio-economic status.

The Campus Diversity Plans will inform strategic planning including but not limited to: student programming, recruitment/retention strategies, hiring practices, training/professional development, and facilities planning. Campus diversity efforts will be refined and measured based on the Campus Diversity Plan.

#### Risk analysis
The absence of a Campus Diversity Plan reduces accountability. The inherent risk of not having a plan in place for the improvement of Diversity on campus, is that nothing will change, or that there is no measure to document the historic change in Diversity efforts.

#### Type of Initiative (check all that apply):
- X Institution
- _Inter-institutional
- X System-wide

#### Suggested Timeframe for Completion:
- X Early Win (< 6 months)
- _Medium Term (6-18 months)
- _Long Term (> 18 months)

#### Ease of Implementation
- X Easy
- _Moderate
- _Difficult

#### Action Steps:
- Institution
  - All MnSCU institutions must submit a Diversity Plan to the System Office by May 2016, and on a regular schedule moving forward.
  - Communication to faculty, staff, students, and other stakeholders about plan, process, and implementation.
- This recommendation requires that the campus leadership implement the Diversity Plan to achieve diversity outcomes.
- The outcomes must be reviewed and reported to stakeholders to ensure accountability. Plans must be revised as necessary.

System
- Add Diversity component to Trends and Highlights with participation by Chief Diversity Officers

| Policy barriers, interdependencies, or other concerns: | 1) Currently there is not a formal template to guide those institutions without a Diversity Plan. The System Office provides a suggested template only, but it is not widely followed. The template should be updated and required for all campuses to use. | 2) There is currently a lack of accountability for the completion, quality, thoroughness, and adherence to these plans. The MnSCU Chancellor and Office of Diversity and Equity must demand accountability from Campus Presidents and leadership teams. | 3) Currently there is a lack of opportunities for student input in plan. Campuses should create these opportunities by reaching out to various student organizations. |
| Resources: | 1) Time to develop a general template/guide for consistency, as suggested by Chief Diversity Officers in conjunction with the MnSCU Office of Diversity and Equity | 2) Instructions on what can serve as a Diversity Plan, how to complete a Diversity Plan, and how often the diversity plan is to be updated/revised/reviewed with the system office. | 3) Mentors to assist campuses in writing their plans |

Other Suggestions:
*Please share any additional ideas from the team on initiative implementation.*
- It is important that persons who bring diverse backgrounds be included at the table during the implementation of these initiatives.
Supporting Documentation

Research and References
Williams, D. (2014) Strategic Diversity Leadership in Higher Education
MSPS, 2008,”The Role of Multicultural Student Programs and Services”

Best Practices
Institutions that plan their diversity implementation have the advantage of being able to resource and evaluate the impact of the plan. The plan enhances accountability and documents efforts and implementation.

Gallery Walk Feedback
What did you hear from stakeholders? How did it help the team inform and refine this initiative?

There was general support for this initiative from the Gallery Walk attendees, especially for the call for greater accountability. Many raised concerns that the Plans cannot have a “one-size-fits-all” template, and must account for each campus’ unique demographics and culture. We have amended our initiative to account for that concern.

“Diversity efforts should be unique to each campus’ needs. MnSCU decisions should provide a framework for CDO and other faculty/staff, but allow flexibility in methods and delivery of a common goal. Need more partnership with community and team-based endeavors”

“Every campus is unique in terms of diversity – a “one size fits all” approach is damaging and disrespectful to diversity”

“Who makes sure that diversity plan are being implemented? When is the work going to be done?”

“I think that all campuses should foster diversity, and establish a plan to accomplish that would be beneficial”

There was also support from the students who attended the Student Focus Group sessions for each campus to have a better Diversity Plan:

“The diversity at this school is not substantial. It seems like it’s just for show. I’m being very honest. There is no actual commitment to the white students who go to this college, two different views, two different realities, and pushing them to understand where we’re coming from. Because it is a challenge. I see the strain. It’s really challenging to go into a room when you’re the only person.”
**Description:**
Presidents shall clarify, support, and advance the role of a Chief Diversity Officer to provide leadership to all campus and community constituents by Fall 2017. The Chief Diversity Officer’s responsibilities shall contribute to the alignment of campus and MnSCU-identified strategies regarding diversity and equity.

**What is the Current State?**
While most campuses have a Chief Diversity Officer (CDO), not all are utilized nor effective due to their position within the institution. There is also no job description for a Chief Diversity Officer. Generally, the CDO does not sit on the executive council, nor is required to hold an advanced degree. In addition, not every campus recognizes the value of a Chief Diversity Officer nor invests in the competency/training required for that position. Often the role of CDO becomes an “add-on” to the primary role of another employee. This is not effective.

**What is the Desired Future State?**
Every campus will have a Chief Diversity Officer who has a definable role and decision making authority in the college, serves on the executive leadership team, and holds an advanced degree. The CDO will have regularly scheduled one-on-one meetings with the campus president, and will serve as the most definable resource to the President on diversity strategies and the campus strategic planning processes.

The Chief Diversity Officer is a relatively new and rapidly growing executive leadership position in higher education administration (Williams, 2013). MnSCU will move toward aligning with national trends and best practices wherein The Chief Diversity Officer will provide senior administrative leadership for strategic planning and implementation of mission-driven institutional diversity efforts across the college (Williams and Wade-Golden, 2013).

The role of the CDO will include but not be limited to:
a) diversification of students, faculty and staff in colleges and universities (Clayton-Pederson, 2007; Turner, Gonzalez & Wood, 2008),
b) assessment and improvement of campus climate for diversity (Hart and Fellabaum, 2008; Clayton-Pederson & Allen, 1999);
c) improvements in the representation and inclusion of diversity in the curriculum (Bensimon, 2004; Harvey, 2014);
d) development of intergroup dialogues in curricular and co-curricular student engagement;
e) integration of broad campus-wide diversity strategic into institutional strategic planning (Clayton-Pederson, 2013) and staff and faculty professional development to build diversity competency.

**Risk analysis**
It is crucial to have a strong advocate for diversity on each campus. Not having a Chief Diversity Officer risks an institution inadvertently suppressing, underserving, or undervaluing minority populations.

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**Action Steps:**
Institution:
- Define the level of institutional leadership and accountability
- Place the Chief Diversity Officer on the institution’s executive leadership team
- Provide the Chief Diversity Officer with a budget and decision-making authority

System
- Formulate a job description that can be used as a guideline for all campuses

| Policy barriers, interdependencies, or other concerns: | 1) Reclassification of positions, adding new positions, and/or adding new administrative level positions is time-intensive, costly, and can be political and unpopular. Campuses can reclassify/reallocate positions through attrition. Also requires clear communication about why changes are occurring. | 2) On some campuses, there is a lack of recognition of the need for a CDO. Campus presidents must take leadership to recognize and communicate the need. | 3) Elevating the role of the CDO will depend on a clear plan and leadership platform that assures the college meets its diversity goals. Campus presidents must take leadership to develop and communicate the plan. |
| Resources: | 1) Financial resources needed for compensation, and for training/development of CDO once hired into position. | 2) Time allowance and commitment to action by system leaders and campus presidents to work with CDOs to build their role for campus leadership and oversight of diversity progress. | 3) Cross-departmental partnerships to infuse campus-wide diversity practices and institutional accountability. |

Other Suggestions:
*Please share any additional ideas from the team on initiative implementation.*

- It is important that persons who bring diverse backgrounds be included at the table during the implementation of these initiatives.
Supporting Documentation

Research and References

AAC&U, (2015), Step up and lead: What higher education can do to reverse our deepening divides.

National Association of Diversity Officers in Higher Education – new standards for CDO practice published in 2015 (See nadohe.org)


Best Practices

The Chief Diversity Officer provides senior administrative leadership for strategic planning and implementation of mission-driven institutional diversity efforts across the college (Williams and Wade-Golden, 2013).

The role of the CDO includes, but is not limited to:
 a) diversification of students, faculty and staff in colleges and universities (Clayton-Pederson, 2007; Turner, Gonzalez & Wood, 2008),
 b) assessment and improvement of campus climate for diversity (Hart and Fellabaum, 2008; Clayton-Pederson & Allen, 1999);
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 d) development of intergroup dialogues in curricular and co-curricular student engagement;
 e) integration of broad campus-wide diversity strategic into institutional strategic planning (Clayton-Pederson, 2013) and staff and faculty professional development to build diversity competency.

Gallery Walk Feedback

Feedback on this initiative was divided; many agreed with a need to a diversity advocate on each campus, but some raised a concern about adding more administrative level positions. Our team considered this feedback and changed some wording around the suggested role. This position does not need to be an administrator, however, best practices show that the CDO must be in a role with significant campus influence.

“Diversity officers should/can help drive all of the policy and institutional change and accountability”

“CDO’s should report to the President & it should be mandated. The lip service needs to come to action, fully recognizing in the long run this investment will well be worth it.”
“What does the chief diversity officer do? I’ve always been confused by this. Make it a more clear role in Charting the Future”

“Maybe another administrator isn’t the right idea, BUT adding, funding, resources and positions is excellent”
### Initiative #5: Improve Recruitment, Admission, and Retention of Diverse Students

**Description:**
MnSCU colleges and universities shall recruit, matriculate, retain, and graduate diverse students reflective of state demographics. There should be no Gap in Educational Opportunity (Achievement Gap) between majority students and diverse students.

**What is the Current State?**
Many college and university student bodies are not reflective of Minnesota’s demographics, especially of Native Americans/American Indians. MnSCU’s colleges and universities also have a persistent a Gap in Educational Opportunity (Achievement Gap) between majority students and diverse students.

**What is the Desired Future State?**
MnSCU and its college and university student bodies shall be reflective of state demographics including Native Americans. Diverse students in the MnSCU system will be prepared coming into the institution and supported by various programs, and will find a diverse, culturally competent faculty/staff who know how to engage with diverse student populations. There will be no Gap in Educational Opportunity (Achievement Gap) between majority students and diverse students.

**Risk analysis**
A diverse campus and the provision of education to all sectors of American society is crucial to state and national economic development and civic well-being. Closing the Gap in Educational Opportunity (Achievement Gap) is important because of its direct impact on not only individual students, but also the community and the nation as a whole. When particular groups of students are not educated fully, it can lead to higher dropout rates, negative impact on the economy, and raise stress in the community in areas of crime, violence, poverty, and healthcare.

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<tr>
<td>X System-wide</td>
<td>X Long Term (&gt; 18 months)</td>
<td>Consider elements such as consultation, policy changes, resource commitment, and general feasibility.</td>
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**Action Steps:**

**Recruit**
Institutional:
- Partner with K12 system and Adult Basic Education programs for better alignment – “cradle to career” – and assist students early in preparing them for college rigor.
- Colleges and Universities should look at alternative assessments, and or practices to Increase diversity of students enrolled in PSEO and concurrent enrollment programs
- Colleges and universities should review whether applications fees are a barrier to diverse students when considering whether to apply to an institution.
- Colleges and Universities should ensure an inclusive campus and learning environment that validates the student’s identity
**System wide:**
- Align the diagnostics for course placements and provide alternative methods for accessing student placement and success for higher education.
- Provide alternatives to ACT for those of different cultural background
- Review all admission and enrollment policies for any cultural biases

**Retain Institution:**
- Assign faculty/staff member and/or role model to support diverse students throughout their enrollment at an institution via a mentorship program, TRIO, and or tutoring services.
- Train and educate culturally diverse and culturally competent academic advisors/success coaches/counselors to guide diverse students through the enrollment and advising process.
- Institutions should provide consistent, ongoing cultural training to employees to ensure culturally competent/inclusive campuses, and increase the number of faculty and staff of diverse backgrounds
- Tutoring services should seek out diverse tutors, and include culturally competent training for student tutors
- Student Support Services identify and provide a stronger support system/resources for part-time students

**System wide:**
- 2 year/4 year graduation goals may not be appropriate for all students. Diverse students should be advised in a diverse and culturally sensitive way in order to provide a pathway to college success that is fitting with the student’s lifestyle and available resources.
- Colleges and universities provide enhanced and ongoing orientation for diverse/underrepresented students.
- Colleges should produce plans for how they will include, retain and engage all students especially students from diverse communities.

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<th>Policy barriers, interdependencies, or other concerns:</th>
<th>1) Standardized placement and assessment tests can block capable and intelligent diverse students from attending a college or university of their choice. Studies have shown an inherent bias in these tests. Set in place alternative entrance assessments that are not culturally biased.</th>
<th>2) Lack of partnership between Minnesota Department of Education and the MnSCU system to create a united pathway for diverse students into higher education. MDE, DEED, MnSCU and tribal councils should develop partnerships to encourage students to graduate from high schools and to attend higher education institutions.</th>
<th>3) Applications fees are a barrier to students applying to colleges and universities. MnSCU should waive all application fees.</th>
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<td>Resources:</td>
<td>1) The staff involved with recruitment and</td>
<td>2) HR staff needs time and training to</td>
<td>3) Time and financial resources</td>
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admission decisions should reflect the desired student body. There should be diverse admission and Financial Aid counselors. Staff should be trained to assist families completing FAFSA.

better recognize the investment potential of hiring diverse faculty, staff, and administration to meet the needs of the growing diverse populations before they arrive.

are needed for campuses to conduct a campus-wide review of the reasons students are not retained. This scan should include environmental, academic, and financial roadblocks that hinder the retaining and graduating of students. For example, the scan should include looking at courses that are historical roadblocks for students of color.

### Other Suggestions:

*Please share any additional ideas from the team on initiative implementation.*

- MnSCU should partner with the Minnesota Department of Education, DEED, and tribal councils to develop strategies to increase the number of diverse students in PSEO and concurrent courses.
- MDE, DEED, MnSCU and tribal councils should develop partnerships to develop more culturally competent K-12 teachers.
- Currently there is not a dedicated orientation for students of color or students with disabilities. Institutions should provide an additional (not separate) orientation for students of color or students with disabilities or students from underrepresented backgrounds in order to acclimate them to institutional life as quickly and seamlessly as possible.
- Lack of staff to support the many kinds of diverse students and provide specialized orientation (for disabled, immigrant, African American male, Hispanic students). Institutions should hire more staff to target and support diverse students, or educate current staff to support diverse students in diverse ways.
- No consistent institutional support for cultural competency training. MnSCU should place the responsibility for regular cultural competence training on the college or university president.
- Campus student employment opportunities are not equitable.
- Throughout this document the CTF Diversity has used the term “Gap in Educational Opportunity (Achievement Gap)” We recommend that MnSCU move away from using the phrase “Achievement Gap” and instead use “Gap in Educational Opportunity” or “Opportunity Gap”.
- It is important that persons who bring diverse backgrounds be included at the table during the implementation of these initiatives.
Supporting Documentation

Research and References

Central Lakes College “Cradle to Career” initiative


Best Practices

MCTC partnership with Minneapolis public schools to provide diverse graduates first year of education free.

Winona State University HOPE Academy partnership with public schools.

MSU Mankato has a successful bridge program called Future Multicultural Leaders in STEM: http://www.mnsu.edu/cultdiv/stem.html.

Gallery Walk Feedback

What did you hear from stakeholders? How did it help the team inform and refine this initiative?

The team did not have this initiative ready in time to be presented during the Gallery Walk, however, the team relied on data gathered during the Student Focus Groups as conducted and collected by members of the Student Success Team and Diversity Team in Fall 2014 to develop this initiative.

“I’m a non-finished law student and I already have kids. Coming here has been really hard because I don’t really know anybody or anything and they really don’t have any programs for people like that and so, it’s kind of like you’re all by yourself and it’s just for younger people, so it’s really hard.”

“And echoing what these two speakers said, I know a lot of LGBTQI students are really in difficult positions, because sometimes they’re being financially supported by their parents who might not necessarily be okay, and withdraw their support, and leave those students high and dry in an institution if they came out to them, or there’s other situations where it’s really bad at home and they have to drop out of school. I’ve had friends who’ve had to drop out of school because they’re dealing with that coming out process, and it would be nice to have an advisor on campus that focused on LGBTQ issues, but the problem is you can’t really have an advisor if there’s not a population, if you can’t identify yourself as part of that community.”

“That’s one of the first things they yell, “We have diversity here. We’re a diverse campus. Come here and you’ll be happy.” When we get here it’s not like that”
### Initiative #6: Ensure Affordability

**Description:**
MnSCU will work with campuses, Government Relations, and private funding sources to ensure greater affordability for current and prospective MnSCU students.

**What is the Current State?**
One of the main reasons that diverse/underrepresented students are unable to persist is due to financial barriers. Minnesota Community Colleges are among the most expensive in the nation (see resources).

**What is the Desired Future State?**
Finances will no longer be a barrier to any student.

**Risk analysis**
According to a study by Anthony Carnevale at Georgetown University, Minnesota is tied for first place among the U.S. states in terms of the percentage of jobs that will require postsecondary education. Carnevale predicts that by 2018, 70% of all jobs in Minnesota will require some level of higher education, putting us in first place nationally. This compares to a 63% national average and a range that goes down to only 47% of jobs requiring higher education in the case of West Virginia.

In order for Minnesota to be the prosperous, diverse, dynamic state it ought to be, it will need to increase the number of participants in postsecondary education in dramatic ways. Affordability is critical to providing this necessary access to education: if potential students can't afford to participate in higher education, then Minnesota cannot realize its full potential. For this reason, we feel that college affordability is important not only for helping students gain access, and not only for enhancing diversity on campus, but for the sustainable prosperity of our state.

<table>
<thead>
<tr>
<th>Type of Initiative (check all that apply):</th>
<th>Suggested Timeframe for Completion:</th>
<th>Ease of Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td>X Institution</td>
<td>_ Early Win (&lt; 6 months)</td>
<td>_ Easy</td>
</tr>
<tr>
<td>X Inter-institutional</td>
<td>X Medium Term (6-18 months)</td>
<td>_ Moderate</td>
</tr>
<tr>
<td>X System-wide</td>
<td>X Long Term (&gt; 18 months)</td>
<td>X Difficult</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Consider elements such as consultation, policy changes, resource commitment, and general feasibility.</td>
</tr>
</tbody>
</table>

**Action Steps:**

**Provide Additional Financial Resources to Students**
1. By May 1, 2016, campus communicators will deliver a PR toolkit to their campus foundations that will encourage members of the faculty and staff to nominate students for available scholarships (rather than relying solely on student self-nominations).
2. By Fall 2016, campus Presidents will work with their campus Foundations to set fundraising goals for mini-grants and loan programs targeting low-income students.
3. Representatives of Government Relations and the campuses will work with the Minnesota Legislature and private funding sources to explore the viability of a Statewide “Power of You” and report on its viability to the MnSCU Board by January 2016.
Prepare our Employees for Improved Student Financial Services

4. By Fall 2016, each campus will provide professional development resources for campus staff to adopt “best practices” in (a) student support services and (b) financial literacy training for students.
5. By May 2016, campus Chief Diversity Offices, working with the System’s Chief Diversity Officer, will develop a “Cultural Competency Toolkit” for campus financial aid staff and foundation staff.
6. By July 2016, campus Presidents will ensure that each campus has developed a FAFSA training program for current and prospective students and their families. [Alternately, the System office could develop a single training program for use throughout the System.]

Lower Costs to Students

7. By January 2017, campus Chief Financial Officers will work with the Vice Chancellor of Finance and Administration and the TAC Committee to assess the viability of each of the following affordability strategies:
   a. A plan whereby tuition decreases if a student is making Satisfactory Academic Progress;
   b. A tuition guarantee program whereby tuition is “frozen” for each student at the rate they paid the first year, for some reasonable amount of time;
   c. The viability of free tuition for American Indian students;
   d. A plan whereby low-income and diverse students from other states receive an in-state tuition rate guarantee; and
   e. The viability of offering the last semester “free” (no tuition charge) as a college completion strategy.
8. By January 2016, each campus president will work with 5-10 local employers to assess the viability of them providing tuition support for their employees.
9. By May 2016, leadership of the ASA division, working with campus ASA leaders and through the shared governance process, will identify additional strategies for textbook affordability and report on them to the MNSCU Board. The report will include an update on the “open source e-text” program being piloted in 2015.
10. Working through the shared governance process, the MNSCU Board will eliminate the application fees to Minnesota’s 2-year colleges by March 2016.
11. More transfer credits count toward major, minor, or other program requirements.
12. Ease of transfer for international students — eliminate limits on transferrable credits
13. Follow credential evaluation agency recommendations for international degree/credit transfer
14. International students pay in-state resident rates across all campus

Policy barriers, interdependencies, or other concerns:

1) MnSCU needs Legislative support to achieve this goal. MnSCU must have strong representation and form partnerships with similarly-minded organizations to advocate for funding at the legislative level.
2) Currently there is a lack of financial resources to achieve this goal. MnSCU must advocate for funding from the legislature, grants, foundations, and other opportunities.
3) Policies that disadvantage low-income individuals (Ex: drop for non-payment). Policies should be reviewed and updated to ensure equity.
### Resources:

<table>
<thead>
<tr>
<th></th>
<th>1) Adequate financial resources</th>
<th>2) Student employment opportunities</th>
<th>3) Student knowledge of and access to available resources</th>
</tr>
</thead>
</table>

### Other Suggestions:

*Please share any additional ideas from the team on initiative implementation.*

- Appeal process for financial issues that is outside of the Financial Aid office
- CPT/OPT opportunities for international students
- Campus student employment opportunities are not currently equitable, which must be corrected.
- It is important that persons who bring diverse backgrounds be included at the table during the implementation of these initiatives.
Supporting Documentation

Research and References


MSCSA, College Affordability, http://www.mscsa.org/campaigns/college-affordability


U.S. Department of Education - Public, 2-year with Highest Net Prices

<table>
<thead>
<tr>
<th>Rank</th>
<th>Institution</th>
<th>State</th>
<th>% Receiving Grant Aid (%)</th>
<th>Net Price (in $)</th>
</tr>
</thead>
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<td>1</td>
<td>Mohave Community College</td>
<td>AZ</td>
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<td>2</td>
<td>Community College of Aurora</td>
<td>CO</td>
<td>97</td>
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<tr>
<td>3</td>
<td>Ohio State University - Agriculture Technical Institute</td>
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<td>49</td>
<td>Saddleback College</td>
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<td>$12,063</td>
</tr>
</tbody>
</table>

(National Average: $12,163)

Best Practices
MCTC partnership with Minneapolis public schools to provide diverse graduates first year of education free.

**Gallery Walk Feedback**

*What did you hear from stakeholders? How did it help the team inform and refine this initiative?*

The team did not have this initiative ready in time to be presented during the Gallery Walk, however the topic of affordability came up often during the Student Focus Groups that were conducted by the Student Success Team and Diversity Team during Fall 2014. Many diverse students mentioned affordability as a major barrier to completing their education:

> “It is my biggest struggle right now and I don’t know if there’s a way to fix it... balancing classwork, multiple jobs, meetings, activities. I do not qualify for financial aid, so I need to work those jobs, so that’s my biggest struggle within college right now is time management between working multiple hours and having a full-time class schedule.”
### Initiative #7: Close the Gap in Educational Opportunity (Achievement Gap)

**Description:**
Close and eliminate any gap in educational opportunity for diverse and underserved students in MnSCU system.

<table>
<thead>
<tr>
<th>What is the Current State?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minnesota’s 4-year high school graduation rates rank very low compared to national averages for students of color. Here is how the class of 2011 compares to other states:</td>
</tr>
<tr>
<td>- White students: tied for 23rd in the nation (84%)</td>
</tr>
<tr>
<td>- Black students: 2nd to last in the nation (49%)</td>
</tr>
<tr>
<td>- Asian students: last in the nation (72%)</td>
</tr>
<tr>
<td>- Hispanic students: last in the nation (51%)</td>
</tr>
<tr>
<td>- American Indian students: last in the nation (42%)</td>
</tr>
</tbody>
</table>

It is widely recognized that differences in educational outcomes contribute to large disparities in life chances, such as lower earnings and fewer chances for advancement. The continuation of the lack of educational opportunity and differential outcomes will have a detrimental effect on the supply of trained workers in a post-industrial society where there is greater demand for post-secondary education and advanced degrees. If not addressed, the lack of educational achievement will have great economic impact on the Minnesota economy especially due to the growing populations of minorities and the need for workers.

“The Achievement gaps are so wide that they threaten the well-being of the state and its economy.” (Murphy, 2010, in reference to Gandara, Rumberger, Maxwell-Jolly and Callahan, 2003).

<table>
<thead>
<tr>
<th>What is the Desired Future State?</th>
</tr>
</thead>
<tbody>
<tr>
<td>All campuses will have developed systems whereby students, faculty and staff will demonstrate continued growth of intercultural and global competency skills and lead regional training opportunities. Campuses will give status updates about the process with annual reporting to the Chancellor about what is being done to close the achievement gap. These measurement systems will be operational by 2018.</td>
</tr>
</tbody>
</table>

By 2017, MnSCU Office of Diversity and Equity will have scanned U.S. states with narrower gaps in education opportunity to determine what they are doing differently or better to close the gap.

By 2018, MnSCU will advocate for funding to establish campus ‘cradle to career’ models to assist with closing the opportunity gap.

By 2018 there will be a structure in place for annual sharing of best practices between campuses on Diversity initiatives.

By 2018 our teacher preparation programs (education departments) will be training and graduating future teachers who are culturally competent: understanding race, cultural diversity, disability, gender identity, religion, and poverty.

MnSCU will have established stronger relationships and partnerships with school districts (P – 12), and will work more closely with schools on closing the Gap in Educational Opportunity (Achievement Gap) to reach underserved and minority students earlier.

**Risk analysis**
If the gap is not closed, it will limit access and opportunity for diverse and understudents.
### Type of Initiative (check all that apply):
- X Institution
- X Inter-institutional
- X System-wide

### Suggested Timeframe for Completion:
- _Early Win (< 6 months)
- _Medium Term (6-18 months)
- X Long Term (> 18 months)

### Ease of Implementation
- _Easy
- _Moderate
- X Difficult

**Consider elements such as consultation, policy changes, resource commitment, and general feasibility.**

### Action Steps:
- Provide ongoing and substantive intercultural, global competency and anti-racism professional development for all employees, beginning during the recruitment process and continuing to onboarding and throughout an employee’s career.
- Provide ongoing and substantive intercultural, global competency, and anti-racism personal development and educational opportunities for all students, beginning during orientation and continuing throughout their completion/graduation.
- Provide training programs for regional school board members on intercultural, global competency and anti-racism to assist with local policy decisions and to increase regional collaboration.
- Explore promising practice models, including the P20 Council, the Central Lakes College “Cradle to Career Race Equity and Excellence for All’, and early to middle college programs.
- MnSCU advocate for and help incentivize parent’s enrollment in GED or college programs as the children are enrolled in Headstart or other Pre-K programs.
- Increase college students’ opportunities for peer tutors and mentors for K12 students. Can we incentivize the college students’ leadership?
- Incentives for current students and/or alumni who have overcome adversity and who have been academically and personally successful to mentor at-risk students.

### Policy barriers, interdependencies, or other concerns:

1. Lack of awareness and knowledge; overt “isms”, biases, and prejudice; resistance to change. Institutions must provide resources for training, awareness, and support during times of change.
2. The current lack of partnerships between MnSCU and P-12 schools creates a barrier. We must strengthen these relationships.
3. 

### Resources:

1. Financial resources are needed to develop, fund, and/or purchase programming, training, alternative tools/testing methods, etc.
2. Time and training resources are needed to educate campus and system leaders

### Other Suggestions:

*Please share any additional ideas from the team on initiative implementation.*
- It is important that persons who bring diverse backgrounds be included at the table during the implementation of these initiatives.
- Throughout this document the CTF Diversity has used the term “Gap in Educational Opportunity (Achievement Gap)” We recommend that MnSCU move away from using the phrase “Achievement Gap” and instead use “Gap in Educational Opportunity” or “Opportunity Gap”.

Supporting Documentation

Research and References

AACU, Diversity & Democracy VOL. 12. NO. 2


MnSCU System Office Research, as presented to the Board of Trustees on March 19, 2014.

Murphy, J. (2010). The educator’s handbook for understanding and closing achievement gaps. Corwin, Thousand oaks, CA.


Best Practices

A welcoming and positive campus environment, climate and positive engagement of minority students

Intrusive Advising, Individual & group mentoring, peer support

Learning communities

Culturally responsive curriculum and pedagogy

Programs that help students understand and deal with discrimination and racism on campus, personal development and critical analysis

Family and community interest/support of students learning

Skill development such as study skills, writing and time management

Structural support and prejudice reduction

Economic and financial support

Gallery Walk Feedback

What did you hear from stakeholders? How did it help the team inform and refine this initiative?

The team did not have this initiative ready in time to be presented during the Gallery Walk; however closing the Gap in Educational Opportunity (Achievement Gap) is been a priority for MnSCU and one of the Diversity Team’s primary goals.
**Initiative #8: Improve Recruitment, Retention, and Development of Diverse Employees**

**Description:**
MnSCU colleges, universities, and the system office shall implement strategies to attract, retain, and develop a workforce that is diverse and able to meet current and future educational needs for its students.

**What is the Current State?**
- Varying levels of attention and resources dedicated to attracting, retaining and developing a diverse workforce across the system.
- Colleges, universities, and the system office do not have adequate training support and resources to advance diversity and affirmative action goals.
- Hiring practices across the system vary, and there is a need to develop a best practice model for institutions to adopt to ensure fair, equitable, and affirmative hiring practices.
- There are varying levels of investment in professional development funding across the system, particularly for staff.

**What is the Desired Future State?**
- MnSCU will attract, hire, retain, and develop a diverse workforce by increasing employees of color and American Indian employees to at least 12% by 2017.
- Individual colleges and universities shall develop and implement plans for their campus to also meet the system-wide goal.
- Colleges, universities, and the system office are intentional and attuned to providing an inclusive and welcoming climate in which all employees thrive.
- Colleges, universities, and the system office will encourage and provide continuous professional development to create pathways for employees to advance within the system and achieve their career goals.

**Risk analysis**
- Continue to have a lack of role models for students
- Inability to retain employees of color
- Ineffective services to students, particularly students of color
- Retained employees of color may be overly burdened with committee membership and other “add-on” responsibilities.
- Colleges, universities, and the system office will not be prepared for high attrition and turnover
- Work climates and the reputation of our institutions will suffer, creating more difficulty recruiting diverse pools of candidates.
- Cost of hiring and replacing workers will continue to increase

<table>
<thead>
<tr>
<th>Type of Initiative (check all that apply):</th>
<th>Suggested Timeframe for Completion:</th>
<th>Ease of Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td>X Institution</td>
<td>X Early Win (&lt; 6 months)</td>
<td>X Easy</td>
</tr>
<tr>
<td>_ Inter-institutional</td>
<td>X Medium Term (6-18 months)</td>
<td>X Moderate</td>
</tr>
<tr>
<td>X System-wide</td>
<td>X Long Term (&gt; 18 months)</td>
<td>_ Difficult</td>
</tr>
</tbody>
</table>

Consider elements such as consultation, policy changes, resource commitment, and general feasibility.
### Action Steps:

**Recruit:**
- Hiring managers need to understand the importance of a diverse workforce and be able to utilize the tools that support diversity hiring through annual training
- Adoption of the system-wide search advisory committee training and handbook where the CDO plays an active role on search advisory committees
- All vacancy notices shall include “experience working with diversity” as a minimum qualification
- MnSCU job opportunity listings will be sent weekly to CDOs and AAOS to promote recruitment efforts
- Greater investment in advertising to encourage national searches utilizing system-wide purchasing power
- Greater investment in travel and relocation expenses to attract diverse pools
- Better partnerships with local libraries and tribal governments for online applications
- Better understanding and collaboration between HR, CDOs and AAOS such as standing monthly meetings, joint training for hiring officials, etc.
- Annual hiring and retention audit conducted by HR, CDOs and AAOS

**Retain**
- CDOs have an active and visible role in the orientation of new employees to the institution and surrounding communities
- Create or enhance affinity groups and mentoring programs
- Invest in and promote leadership development opportunities for diverse faculty and staff
- CDOs work with senior leadership and regional leaders to ensure cultural competency training for all employees
- Climate studies of faculty and staff, which may include diversity mapping, are conducted at least every three years
- Specialized orientation for diverse employees, to include a community orientation, list of resources, and opportunities to interact with community leaders

**Grow Our Own**
- Posting all vacancies internally, whether permanent, fixed-term, or interim
- Provide development opportunities for student, eg., pre-doctoral fellows
- Create minority faculty internship programs
- Create or enhance mentoring programs with training and incentives for mentors
- Greater investment in international visa sponsorship
- Require demonstrated cultural competency as a condition for promotion

### Policy barriers, interdependencies, or other concerns:

|   | 1) Sensitivity to collective bargaining language. System and campus HR staff must consult with contracts and union leadership to ensure adherence. | 2) Prioritizing discretionary spending and professional development. Campus leaders must recognize and value the importance of allocating funds | 3) Community acceptance of diverse residents. Campus leaders should build relationships with community leaders to help community |
for the recruitment, retention, and development of diverse employees.

become understanding and accepting of diverse individuals.

| Resources: | 1) Sufficient financial resources for effective recruiting; making better use of the resources we do have. | 2) Time resources for HR staff; training and awareness. | 3) Leverage benefits and competitive advantages to attract and retain talent. |

Other Suggestions:

*Please share any additional ideas from the team on initiative implementation.*

- It is important to have strong campus/community relationships to ensure easy transition for new diverse hires. Perhaps campuses should consider a campus/community liaison role.
- It is important that persons who bring diverse backgrounds be included at the table during the implementation of these initiatives.
Supporting Documentation

Research and References

AACU, Diversity & Democracy VOL. 12. NO. 2.


Additional conversations with various MnSCU personnel, including but not limited to Human Resources Officers and HR staff members, and Chief Diversity Officers.

Best Practices

A 2008 study demonstrates that firms with a strong commitment to diversity financially outperform their peers on average. (See Slater, S., Weigand, R., and Zwirlein, T., 2008, for a comparison of the Diversity Inc Top 50 Companies for Diversity)

Gallery Walk Feedback

What did you hear from stakeholders? How did it help the team inform and refine this initiative?

The team did not have this initiative ready in time to be presented during the Gallery Walk; however the topic was mentioned in several comments:

“There is a missing initiative related to recruitment of staff and faculty. Contracts do not allow competitive recruitment, spousal or partner employment.”

“Missing proposal on hiring practices.”

“Diversity being addressed in curriculum is good start but need to do more, especially regarding recruitment/retention of diverse faculty members.”

“The putting off of hiring more faculty and staff including union leaders, of color is concerning, to say the least. Please develop strategies in these areas”