Implementation Team Report
Cover Sheet

Implementation Team: Joint Report from the Diversity and Student Success Teams
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, Staff, and Student Development to Ensure Growth of Intercultural and Global Competency Skills

Initiative #1: Provide Resources for Faculty, Staff, and Student Development to Ensure Growth of Intercultural and Global Competency Skills.

By 2018, all campuses will develop systems whereby students, faculty and staff will demonstrate continued growth of intercultural and global competency skills.

What is the Current State?

Institutions' cultural competence is often limited to small pockets within the institution.   Institutions do not offer regular trainings on cultural competence, and when they do, it is often not substantive material, nor is the session well-attended. Trainings and development programs are designed in a reactive way, rather than taking a proactive approach to developing intercultural and global competency skills.   Some employees do not have the time, opportunities, nor resources to participate in trainings on intercultural and global competency. Some choose not to participate for various reasons including overt biases and prejudices. Many employees are unaware that their behavior is *not* culturally competent nor appropriate, and therefore do not realize that they need development. Overall, the training programs have been ineffective.

Additionally, students are graduating from MnSCU schools underprepared to understand differing cultures, and persons of differing or underserved cultures. Diversity programming for students often consists of superficial activities and does not promote true understanding and acceptance. Many diverse or underrepresented students do not persist in their education due to a lack of culturally relevant and/or equitable experiences, overt biases, and other obstacles, which contribute to the Gap in Educational Opportunity (Achievement Gap).

What is the Desired Future State?

Faculty, staff, and student development programs and practices will vary across campuses based on each institution's specific needs and demographics.

Faculty and staff development will focus on preparing employees to work within a diverse context and embed culturally relevant practices in the learning environment. The development program will be informed by assessment, built in to the Campus Strategic Plan and Diversity Plan, and will contain substantive and sustainable material.

Culturally relevant student programming and curriculum will enable students to learn in culturally appropriate ways and within culturally validating environments. 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 intercultural and global competency skills by MnSCU employees risks widening the Gap in Educational Opportunity (Achievement Gap) and increases the challenges faced by underrepresented populations. Faculty and staff must be educated to understand cultural differences, learning styles, social structures, and disabilities so they can have the knowledge base necessary to identify the cultural differences that might impede student success.

Secondly, a lack of culturally relevant and responsive pedagogy, programming, and services is disserving graduates by not preparing them for the diverse workforce and for working alongside or under persons of differing cultural values, beliefs, abilities and worldviews.

Type of Initiative (check all that apply):	**Suggested Timeframe for Completion:**	**Ease of Implementation**
X Institution X Inter-institutional X System-wide	_ Early Win (< 6 months) X Medium Term (6-18 months) X Long Term (> 18 months)	_ Easy _ Moderate X Difficult

Action Steps:
By 2018, all campuses will develop systems whereby students, faculty and staff will demonstrate continued growth of intercultural and global competency skills.
To accomplish this, and in working to reduce the Gap in Educational Opportunity (Achievement Gap), MnSCU will:
- Provide ongoing, substantive, and measurable intercultural and global competency professional development for all employees, beginning during the recruitment process and continuing to onboarding and throughout an employee's career.
- Provide ongoing, substantive, and measurable intercultural and global competency personal development and educational opportunities for all students, beginning during orientation and continuing throughout their completion/graduation

Policy barriers, interdependencies, or other concerns:	1) Faculty development and curricular changes are the purview of the faculty. MnSCU and campus leaders must have consultation with faculty unions.	2) Lack of opportunities for student input and involvement in diversity training and programming. Campuses must do a better job of reaching students, putting together valuable content, and encouraging participation.	3) Lack of awareness and knowledge; overt "isms", biases, and prejudice; resistance to change. Institutions must provide resources to all employees and students for training, awareness, and support.
Resources:	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.	2) Time allowance is needed for students, faculty and staff to participate in training and development. Should be part of regular development plans.	3) Campuses can collaborate to share resources, leverage purchasing power, and share best practices.

Other Suggestions:

- Promote intercultural and global competency skills from the start: during employee recruitment and onboarding process including at New Employee orientation; and during recruitment of students and New Student Orientation.
- Encourage culturally competency development during sabbaticals – provide incentives if appropriate.
- Bring together a team to develop the project and learning outcomes and have the campuses determine how to implement each phase of the project.
- Consider organizing by short-term and long-term development efforts
- Establish rationale for this project, including business, industry and other partner's expectations of us and our graduates.
- Student and employee development must include all areas of diversity and equity; including LGBTQ, age, economic status, and other marginalized communities, as well as sexual violence prevention training (via D2L) and 1B.1 training.
- 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

ACPA, 1997, "Principles of Good Practice for Student Affairs" http://acpa.nche.edu/pgp/princip8.htm.

Jeffrey F. Milem, Mitchell J. Chang, Anthony Lising Antonio, 2005, "Making Diversity Work on Campus: A Research-Based Perspective"

MSPS, 2008,"The Role of Multicultural Student Programs and Services".

Student Focus Groups Data as conducted and collected by members of the Student Success Team and Diversity Team during Fall 2014.

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

This initiative was not specifically presented at the Fall Gallery Walks, but was developed based on feedback collected.

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

> *"It would be great to train all faculty and staff to focus on this, not just one officer. Then all work could continue with this as a goal."*

> *"I like the fact that our school wants to involve us, the students. It makes me coming here everyday happy. SPC has a large diversity and this idea to engage all the students is a great plan. Can't wait to see what is in store"*

> *"I believe that in order for students to be successful in programs here, teachers and staff members should undergo cultural training in order to better understand why certain subjects. In order to really help those with a diverse background, cultural understanding is very important. Also create multicultural clubs."*

It is also supported by feedback gathered from current MnSCU students during the Student Focus Group sessions conducted by the Student Success and Diversity Teams in Fall 2014:

> *"Of course, you look at me, you can tell I'm different. My hair's different. The laptop is different. The way I dress is probably different. It's just a lot of things that are different about me. A lot of people couldn't understand that, and they weren't too accepting of that at first, and I think just the university can do a better job of just putting on different types of seminars or workshops like that to help people get aware of different culture, different religions, different taboos, different things that cultures do. Just try to be more culturally aware, you know."*