

# Strategic Diversity and Inclusion Plan Progress Report

Midterm Report

2016-2017



MINNESOTA STATE  
UNIVERSITY  
MANKATO

<b>Proposed Strategies for Fall 2016</b> <i>(From Campus Diversity Plan)</i>	<b>Indicate the status of this initiative:</b> <i>(To be completed by institution)</i>	<b>Identify key activities and milestones accomplished</b> <i>(To be completed by institution)</i>	<b>Funds allocated</b> <i>(i.e. Access and Opportunity Funds)</i>
<p><b>OBJECTIVE #1 – ACCESS, EQUITY &amp; OPPORTUNITY</b></p> <p>GOAL #1 –Increase and improve access to MSU for underrepresented students.</p>			
<p>Review the University’s definition of diversity, inclusion statement and mission. (President’s Commission on Diversity)</p>	<ul style="list-style-type: none"> <li>“ Not started</li> <li>“ Initial progress made (up to 25%)</li> <li>“ Reached project mid-point (up to 50%)</li> <li>Project near completion (up to 75%)</li> <li><b>X FY 16 project tasks completed (100%)</b></li> <li>“ Project paused</li> </ul> <p>Explain:</p>	<p>The President’s Commission on Diversity (PCD) developed a draft revision in Fall 2016. The revised definition has been reviewed by all bargaining units.</p>	<p><b>NA</b></p>
<p>Refine the strategic marketing plan to target underrepresented students by increasing K-12 and community exposure to and understanding of MSU’s broad educational programs and resources. (Institutional Diversity)</p>	<ul style="list-style-type: none"> <li>“ Not started</li> <li>“ Initial progress made (up to 25%)</li> <li>“ Reached project mid-point (up to 50%)</li> <li><b>X Project near completion (up to 75%)</b></li> <li>“ FY 16 project tasks completed (100%)</li> <li>“ Project paused</li> </ul> <p>Explain:</p>	<p>The revised marketing plan will be completed by May 1, 2017. Institutional Diversity has been working with enrollment management and University Advance to develop and implement the new plan.</p> <p>Domestic Student of color represent 18% of the overall student population. This is a 125% increase since 2007</p>	<p><b>No new funds are needed but will require reallocation of existing funds</b></p> <p><b>Access and opportunity funds</b></p>

<b>Proposed Strategies for Fall 2016</b> <i>(From Campus Diversity Plan)</i>	<b>Indicate the status of this initiative:</b> <i>(To be completed by institution)</i>	<b>Identify key activities and milestones accomplished</b> <i>(To be completed by institution)</i>	<b>Funds allocated</b> <i>(i.e. Access and Opportunity Funds)</i>
		See addendum – Diversity Recruitment Plan and Spring 2016/2017 enrollment report	
Establish and market processes and resources for translation of key marketing materials into Spanish, Somalia, Hmong (print and online). Explore other critical language/translation needs and develop plan for implementation. (Student Affairs)	<ul style="list-style-type: none"> <li>“ Not started</li> <li><b>X Initial progress made (up to 25%)</b></li> <li>“ Reached project mid-point (up to 50%)</li> <li>“ Project near completion (up to 75%)</li> <li>“ FY 16 project tasks completed (100%)</li> <li>“ Project paused</li> </ul> Explain:	The Admissions is collaboration with Institutional Technology to accomplish this action step. This goal will be accomplished after the redesign of the University’s webpage is completed.	
Continue to develop, implement and evaluate annual student diversity recruitment work plans – See Annual Recruitment Report. (Student Affairs)	<ul style="list-style-type: none"> <li>“ Not started</li> <li>Initial progress made (up to 25%)</li> <li>“ Reached project mid-point (up to 50%)</li> <li><b>X Project near completion (up to 75%)</b></li> <li>“ FY 16 project tasks completed (100%)</li> <li>“ Project paused</li> </ul>	The department continues to work with campus partners to refine our overall recruitment work plans to incorporate diverse students.	
Establish goals for recruitment and representation of underrepresented students in all	<ul style="list-style-type: none"> <li>“ Not started</li> <li>“ Initial progress made (up to 25%)</li> <li><b>X Reached project mid-point (up to 50%)</b></li> </ul>	All of the colleges have established recruitment goals but 50% still need to submit action steps.	

<b>Proposed Strategies for Fall 2016</b> <i>(From Campus Diversity Plan)</i>	<b>Indicate the status of this initiative:</b> <i>(To be completed by institution)</i>	<b>Identify key activities and milestones accomplished</b> <i>(To be completed by institution)</i>	<b>Funds allocated</b> <i>(i.e. Access and Opportunity Funds)</i>
colleges and schools. (College Deans)	" Project near completion (up to 75%) " FY 16 project tasks completed (100%) " Project paused  Explain:		
Evaluate academic policies to determine if existing policies <i>and practices</i> disproportionately impact underrepresented students negatively and, if so, make recommendations to reduce impact. (Provost)	" Not started " Initial progress made (up to 25%) " Reached project mid-point (up to 50%) <b>X Project near completion (up to 75%)</b> " FY 16 project tasks completed (100%) " Project paused  Explain:	<ul style="list-style-type: none"> <li>• Have met with college Deans to examine policies related to GPA requirements and admission pre-requisites to ensure such policies and practices are needed rather than act as barriers to entry for students.</li> <li>• In addition, have worked with faculty with high fail rates that are considered important to the major to improve overall student performance. For example, a pilot project for supplemental instruction was implemented in ACCT200 to ascertain the suitability to improve student performance.</li> </ul>	
Develop plan to provide financial	" Not started	AVP Undergraduate Education, is	

<b>Proposed Strategies for Fall 2016</b> <i>(From Campus Diversity Plan)</i>	<b>Indicate the status of this initiative:</b> <i>(To be completed by institution)</i>	<b>Identify key activities and milestones accomplished</b> <i>(To be completed by institution)</i>	<b>Funds allocated</b> <i>(i.e. Access and Opportunity Funds)</i>
and infrastructure support for summer transition programs for students with disabilities. (Undergraduate Education)	<p><b>X Initial progress made (up to 25%)</b></p> <ul style="list-style-type: none"> <li>“ Reached project mid-point (up to 50%)</li> <li>“ Project near completion (up to 75%)</li> <li>“ FY 16 project tasks completed (100%)</li> <li>“ Project paused</li> </ul> <p>Explain:</p>	<p>working with the Director of the Office of Accessibility Resources to develop/deploy a needs assessment related to summer transition programming that this strategic plan is calling for. Will seek clarity from Institutional Diversity regarding the specific audience of students that are envisioned to be part of “summer transition” (NEF, transfer, or both), as well as the academic and co-curricular services and supports that are envisioned to be part of such a comprehensive endeavor. Following the needs assessment process, a proposal can be generated including scope of program, resources, partners, and assessment and evaluation plan.</p>	
Develop plan to establish a University Testing Center to provide a centralized location for students to take proctored	<ul style="list-style-type: none"> <li>“ Not started</li> </ul> <p><b>X Initial progress made (up to 25%)</b></p> <ul style="list-style-type: none"> <li>“ Reached project mid-point (up to 50%)</li> <li>“ Project near completion (up to</li> </ul>	AVP for Undergraduate Education has convened key stakeholders (Director of the Center for Academic Success, Director of Office of Accessibility	

<b>Proposed Strategies for Fall 2016</b> <i>(From Campus Diversity Plan)</i>	<b>Indicate the status of this initiative:</b> <i>(To be completed by institution)</i>	<b>Identify key activities and milestones accomplished</b> <i>(To be completed by institution)</i>	<b>Funds allocated</b> <i>(i.e. Access and Opportunity Funds)</i>
online exams, exams with disability related accommodations, make-up exams, and/or extended time for English Language Learners. (Undergraduate Education)	75%) .. FY 16 project tasks completed (100%) .. Project paused  Explain:	Resources, Associate Provost for Academic Affairs, and Academic Deans to begin exploring the viability of not only establishing a University Testing Center.	
Investigate software that converts text into audio format and translates into multiple languages to increase comprehension and access for all students. Students with disabilities, English Language Learners and all learners could benefit. Example: Kurzweill 3000 – Firefly Institutional License. (Information Technology Solutions)	.. Not started .. Initial progress made (up to 25%) .. Reached project mid-point (up to 50%) .. Project near completion (up to 75%) <b>X FY 16 project tasks completed (100%)</b> .. Project paused  Explain:	Accessibility Resources has purchased a site license for a computer text reader called Kurzweil 3000 which allows for access to users from across campus. IT Solutions is working with Accessibility Resources to facilitate training and use of Kurzweil for primary user groups they have identified (e.g. English Language Learners, Center for Academic Success, Multicultural Center), as well as identify opportunities to expand software into our portfolio of standard academic and accessibility technology	<b>Used existing funds</b>

<b>Proposed Strategies for Fall 2016</b> <i>(From Campus Diversity Plan)</i>	<b>Indicate the status of this initiative:</b> <i>(To be completed by institution)</i>	<b>Identify key activities and milestones accomplished</b> <i>(To be completed by institution)</i>	<b>Funds allocated</b> <i>(i.e. Access and Opportunity Funds)</i>
		resources available to all instructors in their course development.	
Develop plan to enhance Friendship Family Program (Global Education)	<ul style="list-style-type: none"> <li>“ Not started</li> <li>“ Initial progress made (up to 25%)</li> <li>“ Reached project mid-point (up to 50%)</li> <li>“ Project near completion (up to 75%)</li> </ul> <p><b>X FY 16 project tasks completed (100%)</b></p> <ul style="list-style-type: none"> <li>“ Project paused</li> </ul> <p>Explain:</p>	International Student and Scholar Services staff members reorganized the program and recruited increased the number of families participating in the program by 30%. Additionally, international student participation in the program increased 1% this fall. Currently 60 international students are participating in the program. Several events are scheduled for next semester and they are designed to increase both family and student participation in the program. One of the key events this fall was students’ participation in the families’ Thanksgiving dinner.	<p><b>No new funds</b></p>
Develop plan to expand peer mentor program beyond orientation week (Global Education)	<ul style="list-style-type: none"> <li>“ Not started</li> <li>Initial progress made (up to 25%)</li> <li>“ Reached project mid-point (up to 50%)</li> </ul> <p><b>X Project near completion (up to 75%)</b></p> <ul style="list-style-type: none"> <li>“ FY 16 project tasks completed</li> </ul>	New Peer Mentor Program implemented January 2017. Peer Mentors connected with their mentees before the end of the fall semester, introducing themselves and welcoming them to the Maverick community. The	

<b>Proposed Strategies for Fall 2016</b> <i>(From Campus Diversity Plan)</i>	<b>Indicate the status of this initiative:</b> <i>(To be completed by institution)</i>	<b>Identify key activities and milestones accomplished</b> <i>(To be completed by institution)</i>	<b>Funds allocated</b> <i>(i.e. Access and Opportunity Funds)</i>
	(100%) " Project paused  Explain:	International Student and Scholar Services staff provided multiple opportunities and programming to ensure peer mentors and mentees meet throughout the first month of the semester thereby expanding the orientation program beyond the first week.	
<p><b>OBJECTIVE #1 – ACCESS, EQUITY &amp; OPPORTUNITY</b></p> <p><b>GOAL #2: Increase retention of MSU students with varying levels of academic preparation and abilities.</b></p>			
Identify best practices to increase success of underprepared students and provide information to faculty and staff to increase retention while reducing the number of courses taken that do not count towards graduation. (CETL/ID)	" Not started <b>X Initial progress made (up to 25%)</b> " Reached project mid-point (up to 50%) " Project near completion (up to 75%) " FY 16 project tasks completed (100%) " Project paused  Explain:	Currently CETL website and D2L courses has list of Best Practices and Resources-it is continuously being revised with additions submitted by experts. This action step is also being looked at by the Reimagining the 1 <sup>st</sup> year work group.	
Identify ways to increase "seats"	" Not started " Initial progress made (up to 25%)	AASCU/Mankato Re-Imagining the First Year of College (RFY) project –	



<b>Proposed Strategies for Fall 2016</b> <i>(From Campus Diversity Plan)</i>	<b>Indicate the status of this initiative:</b> <i>(To be completed by institution)</i>	<b>Identify key activities and milestones accomplished</b> <i>(To be completed by institution)</i>	<b>Funds allocated</b> <i>(i.e. Access and Opportunity Funds)</i>
available in required first year courses so that all First Year students are able to enroll in needed classes. (Undergraduate Education)	<p><b>X Reached project mid-point (up to 50%)</b></p> <ul style="list-style-type: none"> <li>“ Project near completion (up to 75%)</li> <li>“ FY 16 project tasks completed (100%)</li> <li>“ Project paused</li> </ul> <p>Explain:</p>	specifically charged to the “Gateway Course Study Strategy Team.”	
Create student IT literacy assessment to identify student technology training needs prior to first semester. (Office of Accessibility Resources)	<p>“ Not started</p> <p><b>X Initial progress made (up to 25%)</b></p> <ul style="list-style-type: none"> <li>“ Reached project mid-point (up to 50%)</li> <li>“ Project near completion (up to 75%)</li> <li>“ FY 16 project tasks completed (100%)</li> <li>“ Project paused</li> </ul> <p>Explain:</p>	Beginning summer 2017, Accessibility Resources will promote the Northstar Digital Literacy Assessment with all new AR students. The Northstar Digital Literacy Assessment is a self-guided, online set of assessments that show an individual’s ability to perform basic computer skills in seven skill area areas: Basic Computer Use, Internet, Windows OS/Mac OS, Email, Word Processing (using Microsoft Word), Social Media, Excel, and PowerPoint. At the end of each test, the user receives a page of results that lists	<b>Using existing funds</b>

<b>Proposed Strategies for Fall 2016</b> <i>(From Campus Diversity Plan)</i>	<b>Indicate the status of this initiative:</b> <i>(To be completed by institution)</i>	<b>Identify key activities and milestones accomplished</b> <i>(To be completed by institution)</i>	<b>Funds allocated</b> <i>(i.e. Access and Opportunity Funds)</i>
		<p>the skills that have been mastered and the skills needing work.</p> <p>See <a href="https://www.digitalliteracyassessment.org/">https://www.digitalliteracyassessment.org/</a></p>	
<p>Review makeup of cohort programs, learning communities, and affinity programs for underrepresented students and students with varying levels of academic preparation. Market such programs, and identify gaps for program growth or development. (Undergraduate Education)</p>	<p><b>X Not started</b></p> <ul style="list-style-type: none"> <li>• Initial progress made (up to 25%)</li> <li>• Reached project mid-point (up to 50%)</li> <li>• Project near completion (up to 75%)</li> <li>• FY 16 project tasks completed (100%)</li> <li>• Project paused</li> </ul> <p>Explain:            AVP for Undergraduate Studies will seek additional clarity from Institutional Diversity regarding this particular “review”/”market” opportunity as cohort programs span multiple divisions of oversight</p>	<p>.</p>	
<p>Develop a plan to target advising, mentoring, and</p>	<ul style="list-style-type: none"> <li>• Not started</li> <li>• Initial progress made (up to 25%)</li> </ul>	<p>This project is now part of the AASCU/Mankato Re-Imagining the</p>	

<b>Proposed Strategies for Fall 2016</b> <i>(From Campus Diversity Plan)</i>	<b>Indicate the status of this initiative:</b> <i>(To be completed by institution)</i>	<b>Identify key activities and milestones accomplished</b> <i>(To be completed by institution)</i>	<b>Funds allocated</b> <i>(i.e. Access and Opportunity Funds)</i>
tutoring resources to reach out to and support failing students in most failed general education courses. (Undergraduate Education)	<p><b>X Reached project mid-point (up to 50%)</b></p> <ul style="list-style-type: none"> <li>“ Project near completion (up to 75%)</li> <li>“ FY 16 project tasks completed (100%)</li> <li>“ Project paused</li> </ul> <p>Explain:</p>	First Year of College (RFY) project – specifically charged to the “Gateway Course Study Strategy Team,” and to New Student and Family Programs.	
Develop plan to increase participation of underrepresented students in leadership programs to at least match university demographic representation. (Student Affairs)	<ul style="list-style-type: none"> <li>“ Not started</li> <li>“ Initial progress made (up to 25%)</li> <li>“ Reached project mid-point (up to 50%)</li> </ul> <p><b>X Project near completion (up to 75%)</b></p> <ul style="list-style-type: none"> <li>“ FY 16 project tasks completed (100%)</li> <li>“ Project paused</li> </ul> <p>Explain:</p>	Below is a report of the past three academic year efforts toward leadership programs.  White = both domestic and international students that identify as 'Caucasian' Non-white = both domestic and international students that identify as anything other than 'Caucasian'  <b>2014-15</b> <b>Leadership U On-Campus Sessions (weekly)</b> White- 33% Non-white- 67% Reached out to Kearney International Center and Multicultural Center staff to get their help in two ways- 1) Share our	

<b>Proposed Strategies for Fall 2016</b> <i>(From Campus Diversity Plan)</i>	<b>Indicate the status of this initiative:</b> <i>(To be completed by institution)</i>	<b>Identify key activities and milestones accomplished</b> <i>(To be completed by institution)</i>	<b>Funds allocated</b> <i>(i.e. Access and Opportunity Funds)</i>
		<p>program offerings with their student populations and 2) Poke students who would be interested (and good at) in facilitation, or show promise for growth in this skill. As a result, our facilitator pool was very diverse. We had 19 facilitators 14 of which were students of color: 10 international students of color, 4 domestic students of color.</p> <p><b>Leadership Retreat</b>  White- 46%  Non-white- 54%  We reached out to the staff from KC &amp; MC for this event as well, which may or may not have impacted these percentages.</p> <p><b>2015-16</b>  <b>Leadership U On-Campus Sessions (weekly)</b>  White- 26%  Non-white- 74%</p> <p><b>Leadership Retreat</b>  White- 32 %  Non-white- 68%</p> <p><b>2016-17</b></p>	

<b>Proposed Strategies for Fall 2016</b> <i>(From Campus Diversity Plan)</i>	<b>Indicate the status of this initiative:</b> <i>(To be completed by institution)</i>	<b>Identify key activities and milestones accomplished</b> <i>(To be completed by institution)</i>	<b>Funds allocated</b> <i>(i.e. Access and Opportunity Funds)</i>
		<p><b>Fall 16' Leadership U On-Campus Sessions (weekly)</b>            White- 53%            Non-white- 47%</p> <p>This Fall we collaborated with the Women's Center and African American Affairs to host a hybrid (online &amp; in person) workshop called 'Learning to See,' which was grounded in refugee experience. We contracted with James Bowey—Artist/Photographer of 'When Home Won't Let You Stay' exhibit, which features pictures and stories of 18 refugees that reside now in Mankato or the Twin Cities. James was the facilitator of the workshops and online content, while Ashley, Jerel, and Renee worked to recruit student participants. The objective of the workshop was to help student participants learn to appreciate the diversity of experiences we have amongst the people in our communities. This workshop was hybrid in that participants meet 3 times in person, but also had discussions online via the 'When Home Won't Let You</p>	

<b>Proposed Strategies for Fall 2016</b> <i>(From Campus Diversity Plan)</i>	<b>Indicate the status of this initiative:</b> <i>(To be completed by institution)</i>	<b>Identify key activities and milestones accomplished</b> <i>(To be completed by institution)</i>	<b>Funds allocated</b> <i>(i.e. Access and Opportunity Funds)</i>
		Stay' Facebook page. We had 18 participants (this number dwindled throughout unfortunately) in total- 8 international students of color, 2 domestic students of color, and white domestic students.	
Develop plan to increase mentoring opportunities for all students. (Student Affairs)	<ul style="list-style-type: none"> <li>.. Not started</li> <li>.. Initial progress made (up to 25%)</li> <li>.. Reached project mid-point (up to 50%)</li> <li>.. Project near completion (up to 75%)</li> <li>.. FY 16 project tasks completed (100%)</li> </ul> <p><b>X Project paused</b></p> <p>Explain:            We have decided to change early alert software tools and the implementation team will be asked to address this goal.</p>		
Increase full-time faculty participation in Early Alert program and develop targeted interventions for students who are likely to drop/stop out.	<ul style="list-style-type: none"> <li>.. Not started</li> <li>.. Initial progress made (up to 25%)</li> <li>.. Reached project mid-point (up to 50%)</li> <li>.. Project near completion (up to 75%)</li> <li>.. FY 16 project tasks completed</li> </ul>		

<b>Proposed Strategies for Fall 2016</b> <i>(From Campus Diversity Plan)</i>	<b>Indicate the status of this initiative:</b> <i>(To be completed by institution)</i>	<b>Identify key activities and milestones accomplished</b> <i>(To be completed by institution)</i>	<b>Funds allocated</b> <i>(i.e. Access and Opportunity Funds)</i>
(Student Affairs)	(100%) <b>X Project paused</b>  Explain:  We have decided to change early alert software tools and the implementation team will be asked to address this goal.		
Design and deliver a model for increasing participation in faculty-led study abroad programs for traditionally underrepresented groups, including students of color. (Global Education)	<ul style="list-style-type: none"> <li>“ Not started</li> <li><b>X Initial progress made (up to 25%)</b></li> <li>“ Reached project mid-point (up to 50%)</li> <li>“ Project near completion (up to 75%)</li> <li>“ FY 16 project tasks completed (100%)</li> <li>“ Project paused</li> </ul> Explain:	Dr. Rama Mohapatra (Geography) has been approved to take a group of students to India in summer 2017. This program will serve as a pilot program that will yield valuable information on how to design and deliver faculty-led study abroad programs that will appeal to and increase participation in study abroad programs for traditionally underrepresented students, particularly students of color. Additionally, Dr. Winston Sealy intends to submit an application in February 2017 for a fall 2017 study abroad program. This will allow faculty and administrators to use the insights gained from the first pilot	<b>Institutional Diversity, Global Educations, and CSET have agreed to allocate funds to support students of color participating in study abroad programs.</b>

<b>Proposed Strategies for Fall 2016</b> <i>(From Campus Diversity Plan)</i>	<b>Indicate the status of this initiative:</b> <i>(To be completed by institution)</i>	<b>Identify key activities and milestones accomplished</b> <i>(To be completed by institution)</i>	<b>Funds allocated</b> <i>(i.e. Access and Opportunity Funds)</i>
		to enhance the design of the second program.	
<b>OBJECTIVE #1 – ACCESS, EQUITY &amp; OPPORTUNITY</b>  <b>GOAL #3: Increase and improve access to MSU for students with varying levels of financial preparation.</b>			
Review financial aid policies, particularly those to trigger financial holds to determine if existing policies disproportionately disadvantage Pell eligible or students with limited family support. (Finance and Administration)	<ul style="list-style-type: none"> <li>“ Not started</li> <li>“ Initial progress made (up to 25%)</li> <li><b>X Reached project mid-point (up to 50%)</b></li> <li>“ Project near completion (up to 75%)</li> <li>“ FY 16 project tasks completed (100%)</li> <li>“ Project paused</li> </ul> <p>Explain:</p>	<ul style="list-style-type: none"> <li>• Have identified need to create robust communication to certain underrepresented populations to submit FAFSA earlier in order to avoid Registration Cancellation for Non-Payment that seems to disproportionately affect one underrepresented group.</li> <li>• We have revised the Meal Suspension for unpaid bill practice/policy.</li> </ul>	<b>No new funds were required</b>
<b>Increase the number of scholarships available that are need-based versus merit based (Finance and Administration)</b>	<ul style="list-style-type: none"> <li>“ Not started</li> <li><b>X Initial progress made (up to 25%)</b></li> <li>“ Reached project mid-point (up to 50%)</li> <li>“ Project near completion (up to 75%)</li> <li>“ FY 16 project tasks completed</li> </ul>	College of Business has started moving some merit based scholarships to need based. Other colleges are examining similar steps.  Began conversations to set	<b>Will require new long-term fund raised dollars, but in the short term looking at grants.</b>



<b>Proposed Strategies for Fall 2016</b> <i>(From Campus Diversity Plan)</i>	<b>Indicate the status of this initiative:</b> <i>(To be completed by institution)</i>	<b>Identify key activities and milestones accomplished</b> <i>(To be completed by institution)</i>	<b>Funds allocated</b> <i>(i.e. Access and Opportunity Funds)</i>
	(100%) " Project paused  Explain:	specific targets for the University and each college.  The University is also looking at starting a mini grant program to help students with short-term financial crises.	
<b>Create student financial literacy assessment to identify student financial management training needs prior to first semester. (Finance and Administration)</b>	" Not started " Initial progress made (up to 25%) " Reached project mid-point (up to 50%) " Project near completion (up to 75%) " FY 16 project tasks completed (100%) " Project paused  Explain:	We have inventoried our robust online resources and have some preliminary data on usage where resources have such usage data available.	
<p><b>OBJECTIVE #1 – ACCESS, EQUITY &amp; OPPORTUNITY</b></p> <p><b>GOAL #4: Increase and improve access to MSU for students with varying levels of college expectation preparation.</b></p>			
Develop a plan to increase the number of learning communities to provide students with a community of learners with	" Not started " Initial progress made (up to 25%) " Reached project mid-point (up to 50%) <b>X Project near completion (up to</b>	This objective is on track for being completed. For 2017-18 (19 proposed Learning Communities, including 4 sophomore as well as interdisciplinary and topical interest	

<b>Proposed Strategies for Fall 2016</b> <i>(From Campus Diversity Plan)</i>	<b>Indicate the status of this initiative:</b> <i>(To be completed by institution)</i>	<b>Identify key activities and milestones accomplished</b> <i>(To be completed by institution)</i>	<b>Funds allocated</b> <i>(i.e. Access and Opportunity Funds)</i>
common interests. (Undergraduate Education)	<b>75%)</b> " FY 16 project tasks completed (100%) " Project paused  Explain:	Learning Communities).	
Increase informational sessions/material for parents for each year to ensure parents know what is happening at MSU and expectations from students. (Student Affairs)	" Not started " Initial progress made (up to 25%) " Reached project mid-point (up to 50%) <b>X Project near completion (up to 75%)</b> " FY 16 project tasks completed (100%) " Project paused  Explain:	We have reinstated the family e-newsletter this fall and have sent out a monthly update beginning in August to parents of currently enrolled students for whom we have email address contact information. A separate Family Weekend invitation went out in early August. Additionally, we sent out a survey to parents in mid-October to find out how their student's transition is going and followed up on any issues cited. Will also work with Institutional Diversity to market to the parents of our students of color.	
Prepare to hold a student convocation at the beginning of each academic year so that students are aware of any policy	" Not started <b>X Initial progress made (up to 25%)</b> " Reached project mid-point (up to 50%) " Project near completion (up to	This goal is being reviewed by the student affairs' divisional task force.	

<b>Proposed Strategies for Fall 2016</b> <i>(From Campus Diversity Plan)</i>	<b>Indicate the status of this initiative:</b> <i>(To be completed by institution)</i>	<b>Identify key activities and milestones accomplished</b> <i>(To be completed by institution)</i>	<b>Funds allocated</b> <i>(i.e. Access and Opportunity Funds)</i>
changes that may impact them. (Student Affairs)	75%) " FY 16 project tasks completed (100%) " Project paused  Explain:	See addendum, Student Affairs' task-force report	
<p><b>OBJECTIVE #1 – ACCESS, EQUITY &amp; OPPORTUNITY</b></p> <p><b>GOAL #5: Close the Opportunity Gap between majority students and students of color.</b></p>			
Increase the number of members of the Closing the Opportunity Gap workgroup by including FA and students. Develop subgroups for the workgroup, student success, financial success, and environmental success. (Institutional Diversity)	" Not started " Initial progress made (up to 25%) " Reached project mid-point (up to 50%) " Project near completion (up to 75%) <b>X FY 16 project tasks completed (100%)</b> " Project paused  Explain:	Added 2 faculty and 2 students to the workgroup.	
Continue to collect and analyze institutional data about what is causing the gap (Institutional	" Not started " Initial progress made (up to 25%) " Reached project mid-point (up to 50%)	This responsibility has been assigned to the Director of Diversity Initiatives position. The	<b>One time University funds were reallocated to provide additional support to Institutional Research</b>

<b>Proposed Strategies for Fall 2016</b> <i>(From Campus Diversity Plan)</i>	<b>Indicate the status of this initiative:</b> <i>(To be completed by institution)</i>	<b>Identify key activities and milestones accomplished</b> <i>(To be completed by institution)</i>	<b>Funds allocated</b> <i>(i.e. Access and Opportunity Funds)</i>
Diversity)	<p><b>X Project near completion (up to 75%)</b></p> <ul style="list-style-type: none"> <li>“ FY 16 project tasks completed (100%)</li> <li>“ Project paused</li> </ul> <p>Explain:</p>	<p>interim Director has established processes to continually monitor the literature for possible factors as well as known factors such as math and writing preparation.</p> <p>Institutional Diversity continues to work with Institutional Research to ensure all groups are using accurate and current data.</p>	
Based on data analysis (qualitative and quantitative), identify high risk areas for retention and student success; and develop plans to implement strategies to narrow the opportunity gap. (Institutional Diversity)	<ul style="list-style-type: none"> <li>“ Not started</li> <li>“ Initial progress made (up to 25%)</li> </ul> <p><b>X Reached project mid-point (up to 50%)</b></p> <ul style="list-style-type: none"> <li>“ Project near completion (up to 75%)</li> <li>“ FY 16 project tasks completed (100%)</li> <li>“ Project paused</li> </ul> <p>Explain:</p>	<p><b>Areas identified thus far include:</b></p> <ul style="list-style-type: none"> <li>-High fail rate courses</li> <li>-Small balance dues that prohibit re-enrollment</li> <li>-disproportionately higher disciplinary actions that result in suspensions</li> <li>-cultural insensitivity in the classroom as well in support offices</li> <li>-insufficient advising</li> </ul> <p>Plans developed/piloted include:</p> <ul style="list-style-type: none"> <li>-Create awareness of best practices for classroom improvement such as culturally relevant pedagogy; cultural competency, flipped classrooms,</li> </ul>	

<b>Proposed Strategies for Fall 2016</b> <i>(From Campus Diversity Plan)</i>	<b>Indicate the status of this initiative:</b> <i>(To be completed by institution)</i>	<b>Identify key activities and milestones accomplished</b> <i>(To be completed by institution)</i>	<b>Funds allocated</b> <i>(i.e. Access and Opportunity Funds)</i>
		submersion, supplemental instruction and peer tutoring -training to improve employee and student cultural competency -Review of how disciplinary hearings are conducted -training to improve faculty advising -establishment of a professional advising office  Plans for assessing are underway.	
<b>OBJECTIVE #2 – CURRICULUM &amp; LEARNING FOR INTERCULTURAL COMPETENCE</b>  <b>GOAL #1: Increase student intercultural competencies through curricular and co-curricular learning opportunities with diverse courses, individuals, and communities.</b>			
Implement the Learning Outside the Classroom Initiative (Provost)	<ul style="list-style-type: none"> <li>“ Not started</li> <li><b>X Initial progress made (up to 25%)</b></li> <li>“ Reached project mid-point (up to 50%)</li> <li>“ Project near completion (up to 75%)</li> <li>“ FY 16 project tasks completed (100%)</li> <li>“ Project paused</li> </ul>	Committee has been established and is working on how to assess and implement the initiative	

<b>Proposed Strategies for Fall 2016</b> <i>(From Campus Diversity Plan)</i>	<b>Indicate the status of this initiative:</b> <i>(To be completed by institution)</i>	<b>Identify key activities and milestones accomplished</b> <i>(To be completed by institution)</i>	<b>Funds allocated</b> <i>(i.e. Access and Opportunity Funds)</i>
	Explain:		
Develop a plan to increase the number of non-General Education courses that include intercultural content. (Undergraduate Education)	<b>X Not started</b> " Initial progress made (up to 25%) " Reached project mid-point (up to 50%) " Project near completion (up to 75%) " FY 16 project tasks completed (100%) " Project paused  Explain:	This project will begin after the training of Intercultural Fellows.	
Begin transition of General Education and Purple/Gold courses to include and assess all of the learning outcomes. (Undergraduate Education/Common Curriculum Sub Meet)	" Not started " Initial progress made (up to 25%) " Reached project mid-point (up to 50%) " Project near completion (up to 75%) " FY 16 project tasks completed (100%) <b>X Project paused</b>  Explain: At present, this particular transition has NOT been broached by the University Common Curriculum Sub-meet & Confer, nor am I aware that the Common Curriculum faculty		

<b>Proposed Strategies for Fall 2016</b> <i>(From Campus Diversity Plan)</i>	<b>Indicate the status of this initiative:</b> <i>(To be completed by institution)</i>	<b>Identify key activities and milestones accomplished</b> <i>(To be completed by institution)</i>	<b>Funds allocated</b> <i>(i.e. Access and Opportunity Funds)</i>
	committee has taken up this topic. The AVP for Undergraduate Education, Dr. Ginger L. Zierdt, will bring this forward to the faculty Co-chairs of the University Common Curriculum Sub-meet & Confer at their January 2017 planning meeting, to request the topic to be placed on the Spring 2017 semester slate of agenda topics.		
Increase the range and marketing of lectures, symposia, conferences, dialogues, and other intercultural experiences. (Provost/Academic Affairs)	<ul style="list-style-type: none"> <li>“ Not started</li> <li>“ Initial progress made (up to 25%)</li> <li>“ Reached project mid-point (up to 50%)</li> <li><b>X Project near completion (up to 75%)</b></li> <li>“ FY 16 project tasks completed (100%)</li> <li>“ Project paused</li> </ul> Explain:	Student Union staff have created a Master calendar so that all events can be easily found. In addition, diversity and intercultural events are being posted in weekly posters across campus. Colleges are sending weekly announcements.  Assessment of the calendar rollout is underway.	
Increase am student engagement with and immersion in a variety of intercultural communities. Expand definitions of, and outreach to, new off-	<ul style="list-style-type: none"> <li>“ Not started</li> <li><b>X Initial progress made (up to 25%)</b></li> <li>“ Reached project mid-point (up to 50%)</li> <li>“ Project near completion (up to 75%)</li> </ul>	This goal is being explored by the divisional task force. In addition to the divisional effort, the Veteran’s Resource Center has tackled this goal. Work with the Veterans Advisory Council and Vets Club to	

<b>Proposed Strategies for Fall 2016</b> <i>(From Campus Diversity Plan)</i>	<b>Indicate the status of this initiative:</b> <i>(To be completed by institution)</i>	<b>Identify key activities and milestones accomplished</b> <i>(To be completed by institution)</i>	<b>Funds allocated</b> <i>(i.e. Access and Opportunity Funds)</i>
campus sites. (Student Affairs)	" FY 16 project tasks completed (100%) " Project paused  Explain:	increase outreach to/recruitment of underrepresented students. <ul style="list-style-type: none"> <li>• Add this to the Veterans Advisory Council agenda for discussion during spring semester.</li> <li>• Meet with the Vets Club during spring semester and enlist assistance from members.</li> </ul>	
Increase number of, and access to, short-term domestic multicultural experiences, international internships, exchanges, etc. (Global Education/Institutional Diversity)	" Not started " Initial progress made (up to 25%) " Reached project mid-point (up to 50%) <b>X Project near completion (up to 75%)</b> " FY 16 project tasks completed (100%) " Project paused  Explain:	Dr. Rama Mohapatra (Geography) has been approved to take a group of students to India in summer 2017. This program will serve as a pilot program that will yield valuable information on how to design and deliver faculty-led study abroad programs that will appeal to and increase participation in study abroad programs for traditionally underrepresent students, particularly students of color. Additionally, Dr. Winston Sealy intends to submit an application in February 2017 for a fall 2017 study abroad program. This will allow faculty and	



<b>Proposed Strategies for Fall 2016</b> <i>(From Campus Diversity Plan)</i>	<b>Indicate the status of this initiative:</b> <i>(To be completed by institution)</i>	<b>Identify key activities and milestones accomplished</b> <i>(To be completed by institution)</i>	<b>Funds allocated</b> <i>(i.e. Access and Opportunity Funds)</i>
		administrators to use the insights gained from the first pilot to enhance the design of the second program.	
<p><b>OBJECTIVE #2 – CURRICULUM &amp; LEARNING FOR INTERCULTURAL COMPETENCE</b></p> <p><b>GOAL #2: Increase the intercultural competencies and capacities of faculty and staff through intercultural engagement opportunities.</b></p>			
Establish trainings and dialogues for employees to improve intercultural awareness, understanding, and skills. (CETL/ID)	<ul style="list-style-type: none"> <li>“ Not started</li> <li>“ Initial progress made (up to 25%)</li> <li><b>X Reached project mid-point (up to 50%)</b></li> <li>“ Project near completion (up to 75%)</li> <li>“ FY 16 project tasks completed (100%)</li> <li>“ Project paused</li> </ul> Explain:	The Center for Excellence in Teaching and Learning has established a dialog group for fall and spring. Assessments will be completed and reviewed for future implementations.  Example:  Fall 2016: <i>Between the World and Me</i> by Ta-Nehishi Coates  Spring 2017: <i>Strangers in Their Own Land</i> by Arlie Russel Hochschild  A President’s Commission for	

<b>Proposed Strategies for Fall 2016</b> <i>(From Campus Diversity Plan)</i>	<b>Indicate the status of this initiative:</b> <i>(To be completed by institution)</i>	<b>Identify key activities and milestones accomplished</b> <i>(To be completed by institution)</i>	<b>Funds allocated</b> <i>(i.e. Access and Opportunity Funds)</i>
		<p>Diversity empathy workshop is planned for Fall 2018.</p> <p>The University has initiated a series of workshops, panels and speakers in response proposed federal government executive orders. See addendum.</p> <p>College of Education has committed to supporting university and college level events that promote diversity, inclusion, and equity by providing college support and/or representation at events.</p> <p>College of Education has created affinity groups for ethnic and gender diverse faculty and staff.</p> <p>Will work with all Colleges and Divisions to establish affinity groups and diversity committees.</p>	

<b>Proposed Strategies for Fall 2016</b> <i>(From Campus Diversity Plan)</i>	<b>Indicate the status of this initiative:</b> <i>(To be completed by institution)</i>	<b>Identify key activities and milestones accomplished</b> <i>(To be completed by institution)</i>	<b>Funds allocated</b> <i>(i.e. Access and Opportunity Funds)</i>
Develop and implement an inclusivity assessment strategy within the course assessments, where students can provide feedback in classes regarding inclusive pedagogy and culturally relevant teaching. (?)	<p> <b>X Not started</b>            " Initial progress made (up to 25%)            " Reached project mid-point (up to 50%)            " Project near completion (up to 75%)            " FY 16 project tasks completed (100%)            " Project paused         </p> <p>           Explain:            This project requires faculty association input from the Assessment Committee.         </p>		
Develop a core of subject matter experts as campus resources on diversity and inclusion in the classroom (ID)	<p>           " Not started  <b>X Initial progress made (up to 25%)</b>            " Reached project mid-point (up to 50%)            " Project near completion (up to 75%)            " FY 16 project tasks completed (100%)            " Project paused         </p> <p>           Explain:         </p>	<p>           Development team has been established. The team includes reps from CETL, the faculty and Institutional Diversity. The decision was made to train employees using the Intercultural Development Inventory (IDI).         </p> <p>           A proposal to develop a cadre of subject matter experts has been made to the Dean, Institutional Diversity. Training for this cohort is scheduled for the second week         </p>	\$26,000 of Institutional Diversity funds will be used to start this initiative. Access and Opportunity Funds

<b>Proposed Strategies for Fall 2016</b> <i>(From Campus Diversity Plan)</i>	<b>Indicate the status of this initiative:</b> <i>(To be completed by institution)</i>	<b>Identify key activities and milestones accomplished</b> <i>(To be completed by institution)</i>	<b>Funds allocated</b> <i>(i.e. Access and Opportunity Funds)</i>
		in May.	
Provide faculty curriculum development stipends to redesign and design courses to achieve intercultural competence and global perspectives goals (ID)	<p>X <b>Not started</b></p> <ul style="list-style-type: none"> <li>“ Initial progress made (up to 25%)</li> <li>“ Reached project mid-point (up to 50%)</li> <li>“ Project near completion (up to 75%)</li> <li>“ FY 16 project tasks completed (100%)</li> <li>“ Project paused</li> </ul> <p>Explain: This action item will begin after the development of the subject matter experts.</p>		
Hold a joint staff meeting each semester to discuss issues related to campus environment and to collaborate on programs and events. (Provost)	<ul style="list-style-type: none"> <li>“ Not started</li> <li>“ Initial progress made (up to 25%)</li> <li>“ Reached project mid-point (up to 50%)</li> <li>“ Project near completion (up to 75%)</li> </ul> <p>X FY 16 project tasks completed (100%)</p> <p>Explain: Each Fall the President holds convocation, the Provost holds “sip and chats” and each college and division holds regular staff meetings. Analysis is underway to determine the best way to</p>	The Deans of Institutional Diversity and Global Education have a Monthly standing meeting to discuss and collaborate around joint programs, events and concerns. The new initiative started because of these meetings is to have more students of color participate in study abroad opportunities.	<b>Access and Opportunity Funds</b>

<b>Proposed Strategies for Fall 2016</b> <i>(From Campus Diversity Plan)</i>	<b>Indicate the status of this initiative:</b> <i>(To be completed by institution)</i>	<b>Identify key activities and milestones accomplished</b> <i>(To be completed by institution)</i>	<b>Funds allocated</b> <i>(i.e. Access and Opportunity Funds)</i>
	accomplish this action item or decide if it needs to occur at all.		
<b>OBJECTIVE #3 – SUPPORTIVE CAMPUS ENVIRONMENT</b>			
<b>GOAL #1: Increase student and employee sense of personal inclusion, personal safety and value.</b>			
Complete a campus climate study to identify list of essential services for students and employees on all campuses and who attend/teach/work during non-traditional hours. (Institutional Diversity)	<ul style="list-style-type: none"> <li>• Not started</li> <li>• Initial progress made (up to 25%)</li> <li><b>X Reached project mid-point (up to 50%)</b></li> <li>• Project near completion (up to 75%)</li> <li>• FY 16 project tasks completed (100%)</li> <li>• Project paused</li> </ul> Explain:	External qualitative focus groups completed. Quantitative pilot survey will be completed by 3/30/17.  The results from the focus groups and the survey will be used to help write Mankato's next 3-5 year diversity and inclusion plan.	<b>Access and opportunity funds</b>
<b>Establish a list of essential services for students who attend classes at the main campus, satellite campuses, evening and weekend classes, and through distance education delivery. (Provost)</b>	<ul style="list-style-type: none"> <li>• Not started</li> <li>• Initial progress made (up to 25%)</li> <li>• Reached project mid-point (up to 50%)</li> <li>• Project near completion (up to 75%)</li> <li>• FY 16 project tasks completed (100%)</li> <li>• Project paused</li> </ul> Explain:		
Identify and promote existing	<ul style="list-style-type: none"> <li>• Not started</li> <li>• Initial progress made (up to 25%)</li> </ul>		

<b>Proposed Strategies for Fall 2016</b> <i>(From Campus Diversity Plan)</i>	<b>Indicate the status of this initiative:</b> <i>(To be completed by institution)</i>	<b>Identify key activities and milestones accomplished</b> <i>(To be completed by institution)</i>	<b>Funds allocated</b> <i>(i.e. Access and Opportunity Funds)</i>
student and employee feedback channels and address areas for improvement. (EEOC/Affirmative Action)	<ul style="list-style-type: none"> <li>.. Reached project mid-point (up to 50%)</li> <li>.. Project near completion (up to 75%)</li> <li>.. FY 16 project tasks completed (100%)</li> <li>.. Project paused</li> </ul> Explain:		
Establish workshops for faculty to revise courses to increase feelings of inclusivity in all campus spaces and develop assessment tools and outcomes measures for inclusivity. (ID)	<ul style="list-style-type: none"> <li>.. Not started</li> <li>.. Initial progress made (up to 25%)</li> <li>.. Reached project mid-point (up to 50%)</li> <li>.. Project near completion (up to 75%)</li> <li>.. FY 16 project tasks completed (100%)</li> <li>X Project paused</li> </ul> Explain: Project paused for further evaluation on implementation.	This action step is connected to the training of the Intercultural Fellows and the IDI training.	
Develop and implement an inclusion orientation program for all employees that includes but is not limited to diversity/anti-racism, empathy, anti-phobia, and anti-bullying (?)	<b>X Not started</b> <ul style="list-style-type: none"> <li>.. Initial progress made (up to 25%)</li> <li>.. Reached project mid-point (up to 50%)</li> <li>.. Project near completion (up to 75%)</li> <li>.. FY 16 project tasks completed</li> </ul>	The Dean of Institutional Diversity, the Director Equal Opportunity and Human Resources have been identified as lead stewards, and have started to meet on this topic.	

<b>Proposed Strategies for Fall 2016</b> <i>(From Campus Diversity Plan)</i>	<b>Indicate the status of this initiative:</b> <i>(To be completed by institution)</i>	<b>Identify key activities and milestones accomplished</b> <i>(To be completed by institution)</i>	<b>Funds allocated</b> <i>(i.e. Access and Opportunity Funds)</i>
	(100%) " Project paused  Explain: No steward has been identified for this project		
Establish dedicated office space for adjunct faculty and faculty that teach at satellite campuses (Provost/Council of Deans)	" Not started <b>X Initial progress made (up to 25%)</b> " Reached project mid-point (up to 50%) " Project near completion (up to 75%) " FY 16 project tasks completed (100%) " Project paused  Explain:	The College of Business has established an adjunct office.  There are shared office spaces for 7700 France and Normandale.	
Develop a plan to strengthen the office infrastructure of the Multicultural Center by adding additional recruitment and retention specialists as well as event programming specialists. (Institutional Diversity)	" Not started " Initial progress made (up to 25%) " Reached project mid-point (up to 50%) <b>X Project near completion (up to 75%)</b> " FY 16 project tasks completed (100%) " Project paused  Explain:	Hired: Director of Diversity Initiatives Director of Retention 2 Retention Specialists  Still need to hire: Director of Oasis 1 additional Retention Specialist	<b>Using Access and Opportunity Funds</b>
Develop/increase/improve	" Not started	MSSA is reviewing programming	

<b>Proposed Strategies for Fall 2016</b> <i>(From Campus Diversity Plan)</i>	<b>Indicate the status of this initiative:</b> <i>(To be completed by institution)</i>	<b>Identify key activities and milestones accomplished</b> <i>(To be completed by institution)</i>	<b>Funds allocated</b> <i>(i.e. Access and Opportunity Funds)</i>
programming to aid in helping students feel a sense of community for all diverse populations. (MSSA)	<b>X Initial progress made (up to 25%)</b> .. Reached project mid-point (up to 50%) .. Project near completion (up to 75%) .. FY 16 project tasks completed (100%) .. Project paused  Explain:	offered through its purview. In addition, this year the programming will include presentations to increase student awareness of issues faced by marginalized populations and what to do when witnessing marginalizing behaviors.  The MSSA and Institutional Diversity are collaborating on this action step.	
Develop plan to redesign and increase the size of the Multicultural Center space to create a more open, inviting, culturally rich environment to address the growing diverse student body. (Institutional Diversity)	.. Not started .. Initial progress made (up to 25%) .. Reached project mid-point (up to 50%) .. Project near completion (up to 75%) <b>X FY 16 project tasks completed (100%)</b> .. Project paused  Explain:	Redesign was completed Summer 2016 and the construction will take place summer 2017.	<b>\$125,000</b>
Develop plan to strengthen the office infrastructure of the Office of Accessibility Resources. (Student Affairs)	<b>X Not started</b> .. Initial progress made (up to 25%) .. Reached project mid-point (up to 50%) .. Project near completion (up to 75%)		



<b>Proposed Strategies for Fall 2016</b> <i>(From Campus Diversity Plan)</i>	<b>Indicate the status of this initiative:</b> <i>(To be completed by institution)</i>	<b>Identify key activities and milestones accomplished</b> <i>(To be completed by institution)</i>	<b>Funds allocated</b> <i>(i.e. Access and Opportunity Funds)</i>
	<ul style="list-style-type: none"> <li>“ FY 16 project tasks completed (100%)</li> <li>“ Project paused</li> </ul> <p>Explain:  <b>Activities for this action step are expected to begin Spring 2017</b></p>		
Strengthen the office infrastructure of Equal Opportunity & Title IX by adding a specialist position. (EEOC/AA)	<ul style="list-style-type: none"> <li>“ Not started</li> <li><b>X Initial progress made (up to 25%)</b></li> <li>“ Reached project mid-point (up to 50%)</li> <li>“ Project near completion (up to 75%)</li> <li>“ FY 16 project tasks completed (100%)</li> <li>“ Project paused</li> </ul> <p>Explain:</p>	Funds have been allocated for hiring an additional specialist	<b>\$70000</b>
<p><b>OBJECTIVE #3 – SUPPORTIVE CAMPUS ENVIRONMENT</b></p> <p><b>GOAL #2: Increase recruitment, retention, and advancement of underrepresented faculty and staff at all levels of the university to enrich university life and provide role models.</b></p>			
Develop plan within each college, school, and division to increase number and percentage of underrepresented	<ul style="list-style-type: none"> <li>“ Not started</li> <li><b>X Initial progress made (up to 25%)</b></li> <li>“ Reached project mid-point (up to 50%)</li> </ul>	With HR and AA, the Cabinet has established hiring priorities for some divisions and have recruited accordingly although not	

<b>Proposed Strategies for Fall 2016</b> <i>(From Campus Diversity Plan)</i>	<b>Indicate the status of this initiative:</b> <i>(To be completed by institution)</i>	<b>Identify key activities and milestones accomplished</b> <i>(To be completed by institution)</i>	<b>Funds allocated</b> <i>(i.e. Access and Opportunity Funds)</i>
faculty/employees/administrators (Cabinet)	" Project near completion (up to 75%) " FY 16 project tasks completed (100%) " Project paused  Explain:	necessarily successfully.	
Develop strategies to retain under-represented employees (Cabinet)	" Not started <b>X Initial progress made (up to 25%)</b> " Reached project mid-point (up to 50%) " Project near completion (up to 75%) " FY 16 project tasks completed (100%) " Project paused  Explain:	Discussions have been held with bargaining units regarding possible strategies. Identified possibilities include: <ul style="list-style-type: none"> <li>- Summer research support</li> <li>- Developing community cultural infrastructure information</li> <li>- Supporting affinity groups</li> </ul>	
Revise the Affirmative Action Plan (EEOC/AA)	" Not started " Initial progress made (up to 25%) " Reached project mid-point (up to 50%) <b>X Project near completion (up to 75%)</b> " FY 16 project tasks completed (100%) " Project paused	Plan is at OMB waiting final approval.	

<b>Proposed Strategies for Fall 2016</b> <i>(From Campus Diversity Plan)</i>	<b>Indicate the status of this initiative:</b> <i>(To be completed by institution)</i>	<b>Identify key activities and milestones accomplished</b> <i>(To be completed by institution)</i>	<b>Funds allocated</b> <i>(i.e. Access and Opportunity Funds)</i>
	Explain:		
Develop plan to expand leadership opportunities for underrepresented employees (Cabinet)	Not started Initial progress made (up to 25%) .. Reached project mid-point (up to 50%) .. Project near completion (up to 75%) .. FY 16 project tasks completed (100%) .. Project paused  Explain:	The Dean of Institutional Diversity, Director of Equal Opportunity and the Director of Human Resources have established a regular meeting schedule to develop professional development opportunities. Some of the ideas being discussed are increasing opportunities for staff to attend: HERS, the Berkley Executive Leadership Academy. LUOMA, Minn State Talent Management Leadership Development Courses etc.	
Review compensation packages for items that might dissuade the hiring of a diverse faculty and staff including but not limited to salary, benefits (especially spousal support), moving expenses (HR)	<b>X Not started</b> .. Initial progress made (up to 25%) .. Reached project mid-point (up to 50%) .. Project near completion (up to 75%) .. FY 16 project tasks completed (100%) .. Project paused  Explain: This action step falls under the purview of the HR department. The		

<b>Proposed Strategies for Fall 2016</b> <i>(From Campus Diversity Plan)</i>	<b>Indicate the status of this initiative:</b> <i>(To be completed by institution)</i>	<b>Identify key activities and milestones accomplished</b> <i>(To be completed by institution)</i>	<b>Funds allocated</b> <i>(i.e. Access and Opportunity Funds)</i>
	new HR Director began in January and will be undertaking this action step.		
Review and, if necessary, create proactive training in the Pre-hire process	<p><b>X Not started</b></p> <ul style="list-style-type: none"> <li>“ Initial progress made (up to 25%)</li> <li>“ Reached project mid-point (up to 50%)</li> <li>“ Project near completion (up to 75%)</li> <li>“ FY 16 project tasks completed (100%)</li> <li>“ Project paused</li> </ul> <p>Explain:            This action step falls under the purview of the HR department. The new HR Director began in January and will be undertaking this action step.</p>		
<p><b>OBJECTIVE #3 – SUPPORTIVE CAMPUS ENVIRONMENT</b></p> <p><b>GOAL #2: Increase recruitment, retention, and advancement of underrepresented faculty and staff at all levels of the university to enrich university life and provide role models.</b></p>			
<b>Develop plan within each college, school, and division to increase number and percentage of</b>	<ul style="list-style-type: none"> <li>“ Not started</li> <li>“ Initial progress made (up to 25%)</li> <li>“ Reached project mid-point (up to</li> </ul>	Each college and division has developed a hiring plan through the Affirmative Action Plan that is	

<b>Proposed Strategies for Fall 2016</b> <i>(From Campus Diversity Plan)</i>	<b>Indicate the status of this initiative:</b> <i>(To be completed by institution)</i>	<b>Identify key activities and milestones accomplished</b> <i>(To be completed by institution)</i>	<b>Funds allocated</b> <i>(i.e. Access and Opportunity Funds)</i>
<b>underrepresented faculty/employees/administrators (Cabinet)</b>	50%) " Project near completion (up to 75%) <b>X FY 16 project tasks completed (100%)</b> " Project paused  Explain:	currently awaiting MMB approval.	
<b>Develop strategies to retain under-represented employees (Cabinet)</b>	" Not started " Initial progress made (up to 25%) " Reached project mid-point (up to 50%) " Project near completion (up to 75%) " FY 16 project tasks completed (100%) " Project paused  Explain:	The Dean of Institutional Diversity, Director of Equal Opportunity and the Director of Human Resources have established a regular meeting schedule to develop professional development opportunities. Some of the ideas being discussed are increasing opportunities for staff to attend: HERS, the Berkley Executive Leadership Academy. LUOMA, Minn State Talent Management Leadership Development Courses etc.	
Revise the Affirmative Action Plan (Affirmative Action)	" Not started " Initial progress made (up to 25%) " Reached project mid-point (up to 50%) <b>X Project near completion (up to 75%)</b> " FY 16 project tasks completed	Plan is under review to begin final steps of approval through MMB.	

<b>Proposed Strategies for Fall 2016</b> <i>(From Campus Diversity Plan)</i>	<b>Indicate the status of this initiative:</b> <i>(To be completed by institution)</i>	<b>Identify key activities and milestones accomplished</b> <i>(To be completed by institution)</i>	<b>Funds allocated</b> <i>(i.e. Access and Opportunity Funds)</i>
	(100%) " Project paused  Explain:		
Develop plan to expand leadership opportunities for underrepresented employees (Cabinet)	" Not started <b>X Initial progress made (up to 25%)</b> " Reached project mid-point (up to 50%) " Project near completion (up to 75%) " FY 16 project tasks completed (100%) " Project paused  Explain:	The Dean of Institutional Diversity has begun establishing criteria for mentoring faculty interested in administrative opportunities within higher education	
Review compensation packages for items that might dissuade the hiring of a diverse faculty and staff including but not limited to salary, benefits (especially spousal support), moving expenses	<b>X Not started</b> " Initial progress made (up to 25%) " Reached project mid-point (up to 50%) " Project near completion (up to 75%) " FY 16 project tasks completed (100%) " Project paused  Explain: This action step is contractual and will not be pursued.		
Review and, if necessary, create	" Not started		

<b>Proposed Strategies for Fall 2016</b> <i>(From Campus Diversity Plan)</i>	<b>Indicate the status of this initiative:</b> <i>(To be completed by institution)</i>	<b>Identify key activities and milestones accomplished</b> <i>(To be completed by institution)</i>	<b>Funds allocated</b> <i>(i.e. Access and Opportunity Funds)</i>
proactive training in the Pre-hire process	<ul style="list-style-type: none"> <li>“ Initial progress made (up to 25%)</li> <li>“ Reached project mid-point (up to 50%)</li> <li>“ Project near completion (up to 75%)</li> <li>“ FY 16 project tasks completed (100%)</li> </ul> <p><b>X Project paused</b></p> <p>Explain:            MSU has hired a new HR Director. The new Director has been given time to become acclimated before continuing this action step.</p>		
<p><b>OBJECTIVE #4 – ACADEMIC INCLUSIVITY &amp; REGIONAL STEWARDSHIP</b></p> <p><b>GOAL #1: Maintain a robust set of academic courses, programs and offerings that reflect students’ interests and the region’s educational needs.</b></p>			
Continue developing Academic four-year strategic plan with constant consideration of diverse programmatic needs (certificates, bachelor’s, master’s, doctorates). (Academic Affairs)	<ul style="list-style-type: none"> <li>“ Not started</li> </ul> <p><b>X Initial progress made (up to 25%)</b></p> <ul style="list-style-type: none"> <li>“ Reached project mid-point (up to 50%)</li> <li>“ Project near completion (up to 75%)</li> <li>“ FY 16 project tasks completed (100%)</li> </ul>	This is an on-going component of academic planning.	

<b>Proposed Strategies for Fall 2016</b> <i>(From Campus Diversity Plan)</i>	<b>Indicate the status of this initiative:</b> <i>(To be completed by institution)</i>	<b>Identify key activities and milestones accomplished</b> <i>(To be completed by institution)</i>	<b>Funds allocated</b> <i>(i.e. Access and Opportunity Funds)</i>
	<ul style="list-style-type: none"> <li>“ Project paused</li> </ul> Explain:		
Conduct bi-annual community surveys regarding: degree needs and expectations, student interest, industry demands and assess region’s workforce needs through use of data. (Institutional Research)	<ul style="list-style-type: none"> <li>“ Not started</li> <li>“ Initial progress made (up to 25%)</li> <li>“ Reached project mid-point (up to 50%)</li> <li>“ Project near completion (up to 75%)</li> </ul> <b>X FY 16 project tasks completed (100%)</b> <ul style="list-style-type: none"> <li>“ Project paused</li> </ul> Explain: Assigned to Institutional Research but is under consideration to be moved to another committee	Institutional Research, through consultation with the Assessment and Evaluation Sub-Meet, revised the University’s Instructional Data Summary published annually to include information by program regarding internal program demand, external program demand and program employment outlook.	
<b>OBJECTIVE #4 – ACADEMIC INCLUSIVITY &amp; REGIONAL STEWARDSHIP</b>  <b>GOAL #2: Maintain and strategically develop a robust set of course delivery times, sites, and methods responsive to students’ needs.</b>			
Survey students to identify desire course delivery methods including potentially new courses such as J-term and short sessions. (Institutional Research)	<ul style="list-style-type: none"> <li>“ <b>Not started</b></li> <li><b>X Initial progress made (up to 25%)</b></li> <li>“ Reached project mid-point (up to 50%)</li> <li>“ Project near completion (up to 75%)</li> <li>“ FY 16 project tasks completed (100%)</li> </ul>	Institutional Research will administer a pulse survey via Qualtrics to currently enrolled student following the Spring term break (April 2017).	



<b>Proposed Strategies for Fall 2016</b> <i>(From Campus Diversity Plan)</i>	<b>Indicate the status of this initiative:</b> <i>(To be completed by institution)</i>	<b>Identify key activities and milestones accomplished</b> <i>(To be completed by institution)</i>	<b>Funds allocated</b> <i>(i.e. Access and Opportunity Funds)</i>
	<ul style="list-style-type: none"> <li>“ Project paused</li> </ul> <p>Explain: Action item was initially assigned to the Assessment submeet may need to be assigned to another committee</p>		
<p>Develop a <del>summer</del> strategic plan that helps bridge the gap for transitioning to college for underrepresented students and students with varying levels of academic preparation. (Student Affairs)</p>	<ul style="list-style-type: none"> <li>“ Not started</li> <li>“ Initial progress made (up to 25%)</li> <li>“ Reached project mid-point (up to 50%)</li> <li><b>X Project near completion (up to 75%)</b></li> <li>“ FY 16 project tasks completed (100%)</li> <li>“ Project paused</li> </ul> <p>Explain:</p>	<p>We have added attributes for first generation and Pell eligibility to Hobsons Retain for more outreach to those populations specifically. We required all students in the Maverick Success Program to enroll in one of seven designated sections of FYEX 100 First Year Seminar which focused more heavily on academic success and included components of AVID strategies. We’ve worked with the College of Education to help expand AVID to include the Student Success Initiative. Training and further development of that will occur during spring term. AVID traditionally serves underrepresented and underprepared students.</p> <p>Institutional Diversity is also working with an Office of Higher</p>	

<b>Proposed Strategies for Fall 2016</b> <i>(From Campus Diversity Plan)</i>	<b>Indicate the status of this initiative:</b> <i>(To be completed by institution)</i>	<b>Identify key activities and milestones accomplished</b> <i>(To be completed by institution)</i>	<b>Funds allocated</b> <i>(i.e. Access and Opportunity Funds)</i>
		Education grant that includes funding for summer camps. ID is also sponsoring summer camps for underrepresented students. These camps includes Native American, students of color and women.	
Develop a targeted number of pre-set freshman tracks by college and undecided majors (akin to Freshmen Academies where students enroll in their entire year of classes up front) (Undergraduate Education)	<ul style="list-style-type: none"> <li>“ Not started</li> <li>“ Initial progress made (up to 25%)</li> <li><b>X Reached project mid-point (up to 50%)</b></li> <li>“ Project near completion (up to 75%)</li> <li>“ FY 16 project tasks completed (100%)</li> <li>“ Project paused</li> </ul> Explain:	<b>Action item has been assigned to AASCU/Mankato Re-Imagining the First Year of College (RFY) project – specifically charged to the “Exploratory Tracks and Advising Communities.”</b>	
Implement assessment of student learning needs and expand technology-based instruction where appropriate. (Assessment Committee)	<ul style="list-style-type: none"> <li>“ <b>Not started</b></li> <li>“ Initial progress made (up to 25%)</li> <li><b>X Reached project mid-point (up to 50%)</b></li> <li>“ Project near completion (up to 75%)</li> <li>“ FY 16 project tasks completed (100%)</li> <li>“ Project paused</li> </ul> Explain:	The University in support of Charting the Future technology-based initiatives administered the ECAR Student Survey during the 2015-2016 academic year. The Survey results have been reviewed by IT Solutions leadership in Fall 2016 and presented to the University Technology Roundtable for discussion and possible action steps.	

<b>Proposed Strategies for Fall 2016</b> <i>(From Campus Diversity Plan)</i>	<b>Indicate the status of this initiative:</b> <i>(To be completed by institution)</i>	<b>Identify key activities and milestones accomplished</b> <i>(To be completed by institution)</i>	<b>Funds allocated</b> <i>(i.e. Access and Opportunity Funds)</i>
	Action was assigned to Assessment Committee but is under reconsideration for the Reimagining the First Year Experience.		

DRAFT

How is your plan aligned to your institution's strategic plan and/or student success plan?

The University is in the process of updating its Strategic Plan. The Strategic Planning committee leadership meets with the Dean of Institutional Diversity who serves as the overall steward of the Inclusion Plan, to ensure alignment.

What technical assistance do you need from the System Office of Equity and Inclusion to successfully implement the strategies laid out in your diversity plan?

None at this time.

DRAFT