

Diversity Planning Framework

In an effort to support (and facilitate the implementation of) Strategic Priority Number Two of the President's Work Plan (Promote Diversity) and continue the work of institutionalizing multiculturalism, each division and its units will create a strategic diversity plan. This plan should be based on the broader concepts listed in this document. These concepts are familiar as they are based upon and rooted in the MSU Diversity Plan.

To demonstrate leadership that is committed to facilitating this strategic priority, each Vice President will submit a divisional work plan to the President on or before December 1, 2005. As applicable each Vice President will have each unit develop diversity plans on or before December 1, 2005. These work plans will be based upon a calendar year with work beginning January 1, 2006 and ending in December 2006.

A annual progress Divisional report will be submitted by May 1, 2006 to the President and will be reviewed and commented on by the Diversity Commission.

A successful plan will be one that is created and implemented by the respective leadership councils (Academic Affairs, Student Affairs Council, etc.) and the leadership of each division. This plan should be a collaborative effort in which all divisional units are engaged.

The plan will include outcomes along with success indicators in the context of a timeline, with awareness of policy, funding, and accountability considerations. A successful plan will also emphasize the direction of appropriate resources (staffing patterns and operating/programming budget) dedicated to each initiative.

To assist divisions and units with the development of their Diversity Plans, this document summarizes the definition of diversity adopted at MSU, the broad focus areas of the Diversity Plan and the outcomes and success indicators identified in the plan.

Definition of Diversity (Diversity Task Force Plan, 2004)

Diversity at Minnesota State University, Mankato is a commitment to create an understanding and appreciation of diverse peoples and diverse perspectives; a commitment to create an academic, cultural, and workplace environment and community that develops mutual respect for all and celebrates our differences.

Meeting this commitment requires a transformation of the University Community to respect, teach, and learn from differences that can separate rather than unite the University Community as a genuine learning, teaching and living community dedicated to the education of all. These differences may include, but are not limited to, gender, ethnicity, race, national origin, socio-economic status, religion, sexual orientation, abilities/disabilities, age, physical appearance, marital/partnered status, and veteran status. Meeting this commitment also requires action from the entire University Community to end discrimination and prejudice by and toward all people and groups.

It is recommended that the author/s of the divisional plan familiarize themselves with the overall

concepts of the University's Diversity Plan

<http://www.mnsu.edu/president/priorities/reports/priority2.html>. *The bulleted examples under each section are taken from the University's plan and can be expanded, modified and transformed to suit divisional needs.*

BROAD CONCEPT AREAS (Adapted from the Diversity Task Force Plan, 2004)

SECTION ONE: A PLURALISTIC ACADEMIC COMMUNITY

(an academic and cultural environment that develops mutual respect for different ways of learning and different ways of living).

Outcomes related to recruitment and retention of faculty/staff/administration, recruitment/retention of students, and creating an inclusive and welcoming community. Goals should indicate focus related to transparent search processes, intentional outreach to underrepresented populations with regards to recruitment efforts, position descriptions written to allow the widest possible pool of applicants, etc.

- Implement aggressive University-wide recruitment and retention plans at all levels that include accountability measures.
- Continually increase the number of faculty, staff, and administrators from under-represented groups.
- Establish the University's official commitment to diversity at orientation programs for all employees and students.
- Establish the University's commitment to diversity as an integral part of campus culture.
- Enhance first-year experiences for target recruitment groups and for all new faculty.
- Develop diversity recruitment and retention plans for students at all levels that include accountability measures.
- Develop and enhance retention efforts for current faculty, staff, students and administrators.

SECTION TWO: THE STUDENT LEARNING ENVIRONMENT

(a genuine learning, teaching and living community dedicated to the education of all).

Outcomes related to teaching and learning (teaching methods and styles, curriculum, advising, orientation), richly diverse co-curricular experiences, efforts to create a positive, safe, and welcoming living and learning environment.

- Teaching methods address different learning needs through a diversity of teaching styles.
- All MSU students will learn about diversity in general education and their major academic programs.
- Training for student advising includes education about the needs of diverse students.
- Enhance orientation and Welcome Week by developing and implementing sessions on diversity at MSU.
- Ensure that students whose first language is not English are prepared for academic work.
- Train faculty and staff to work with second-language learners
- Develop and implement a certificate program designed to develop leaders for a diverse world.
- Enhance the international experience for all students.
- The MSU student body should mirror the population of the state of Minnesota.
- Develop, revise, and enforce policies and practices specifically geared toward the recruitment and retention of students from under-represented populations.

- The MSU faculty, staff and administration should mirror the population of the state of Minnesota.
- When MSU policies are reviewed or developed; all policies should be reviewed to insure equity for all of the MSU community.
- Maximize use of existing resources and procedures to promote diversity in the Mankato community
- Development and enforcement of policies on the employment (including graduate assistants) of diverse students.

SECTION THREE: AN ENGAGED CAMPUS

(action from the entire University Community to end discrimination and prejudice from and to all people and groups).

Outcomes should include attention to transition needs of underrepresented community members, programs and events that challenges our assumptions and increases awareness, attention given to inclusive marketing and messaging, support for new ideas and initiatives from faculty, staff, and students, and training and education for all employees.

- Diversity on campus is supported by the entire MSU community, starting with the top administration and following throughout.
- Relationships will be developed between multiple groups at MSU.
- MSU 101: Introduction to an Engaged Campus, will be offered for all of the campus community to attend.
- MSU will work with the local community to eliminate obstacles hindering the development of a harmonious, diverse community.
- MSU will conduct on-going assessments of the campus climate involving issues of diversity.