



DATE: April 15, 2004
TO: President Davenport
FROM: Joan Roca, for the Diversity Task Force
RE: **Diversity Plan for MSU, Mankato**

MEMBERS of the Diversity Task Force: Maria Baxter-Nuamah, Ben Benson, Barbara Carson, Christine Connolly, Brian Colehour, Linda Duckett, Michael Fagin, Cedrick Frazier, Gwen Griffin, David Karwoski, Lori Lamb, Jayne Larsen, Jackie Lewis, Rob McGinn, Michael Miller, Dean Moosavi, Tuan Phan, Guadalupe Quintero, Joan Roca (chair), Deirdre Rosenfeld, Warren Sandmann, Nicole Schultz, Nithy Sevanthinathan, John Seymour, Julie Snow, Michael Walsh, and Lucette Wildt.

The Diversity Task Force is pleased to present this Diversity Plan for the Minnesota State University, Mankato community. The Plan is the result of the efforts of the members of this Task Force and many others who have contributed through the process we established to collect feedback and comments during this academic year. We are grateful to everyone who participated in the open forum sessions and to those who provided feedback when we met with the different campus groups, committees, and bargaining units, or who submitted comments in person, through the "Diversity Comment" boxes, or via the web site.

In the Diversity Plan we propose three main areas and specific actions for the campus to work on, with the opportunity for every unit to contribute. Even though some of the feedback received by the Task Force was less than reassuring and showed continued resistance to implementing changes, we were reaffirmed by many that we are taking the right approach. The Task Force also heard many of the good things that many individuals and groups are already doing on our campus and we hope this Diversity Plan will encourage them to continue and others to join in implementing it.

Specifically, the Task Force received clear support for the following:

- Adopting an expanded definition of diversity
- Establishing a Diversity Commission
- Conducting a Campus Climate Survey
- Continuing diverse representation in campus groups and committees
- Creating a Diversity Orientation Program for all faculty and staff
- Funding diversity initiatives appropriately, with special emphasis on 10 actions proposed for strategic priority funding

In light of the comments and feedback received, the Diversity Task Force established priorities for immediate action and for implementation in fall 2004 and beyond. The Plan's recommended actions are summarized as follows:

For IMMEDIATE ACTION:

RECOMMENDATION 1: The University should adopt, for all purposes, the following definition of diversity:

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.

RECOMMENDATION 2: The University should establish a permanent Diversity Commission in Fall 2004. (Section Three #1.e.) The Diversity Commission will have the following mission:

The charge to the Diversity Commission is to improve institutional accountability on diversity issues. The Diversity Commission will help move the University forward with all diversity initiatives by publicly posing the difficult questions that need to be asked; publicizing concerns and successes with diversity at MSU; reviewing progress in the implementation of the Diversity Plan; and by bringing public pressure to bear on the programs and people in the University responsible for improving diversity.

In carrying out its activities, the Diversity Commission may:

- Make campus wide recommendations related to diversity (as defined in the Diversity Plan).
- Serve as an independent advisory to the President on diversity issues.
- Provide effective advocacy for diverse populations on campus.
- Review, update, and monitor the Diversity Plan.
- Publish annual reports of campus progress in implementation of the Diversity Plan, including successes and failures.
- Help improve communication across campus on diversity issues.

Establishing the Diversity Commission will be a key element in the success of implementing the Diversity Plan. Major advantages of having an established Diversity Commission include:

- The campus community knows whom to approach with concerns about diversity.
- The campus community supports and utilizes the Diversity Commission's services.
- Diverse communities support and utilize the Diversity Commission's services.
- The entire campus is engaged to stop discrimination.
- The entire campus is engaged to celebrate our diversity.
- All information about status of diversity is known throughout campus and the MnSCU central offices.

MEMBERSHIP: Initially, the Diversity Commission will be comprised of one member from each of the bargaining units, an undergraduate student, a graduate student, and an administrator. In addition:

- Members will serve two-year terms and elect a chair. However, to achieve staggered terms, half of the Commission will serve for three years.
- The Commission will invite other campus members to join work groups and subcommittees as appropriate.
- Each subcommittee created will have, at least, one student. More if their charge involves a student concern.
- Invited members for these subcommittees will include representation from relevant populations involved.

RECOMMENDATION 3: The University should establish workshops for faculty to revise and integrate diversity components into their teaching and into their curriculum, syllabi, class activities, as well as develop assessment tools and outcomes measures for diversity. These workshops should include stipends for participation and should be designed to help faculty learn about and use a variety of teaching styles applicable to multiple needs. (Section Two, Part One, #1 and #2)

Since the summer period is an ideal time for teaching faculty to engage in extra-curricular activities, the University should begin a program for implementation this Summer 2004. The successful implementation of these activities will result in immediate impact in the classroom starting next fall. The Diversity Task Force requests funding for the implementation of this recommendation this summer as well as during summer 2005.

For FALL 2004:

RECOMMENDATION 4: The University should conduct a Campus Climate Survey. (Section One, Part One #1)

An independent Campus Climate Survey will be extremely useful in providing valid and authoritative data that will help refine the University's Diversity Plan to address needs in all areas related to diversity. The Climate Survey should target all members of the University community. The Diversity Task Force requests funding to implement this recommendation.

RECOMMENDATION 5: The University should develop and implement a diversity orientation program for all employees. (Section Two, Part One #6 and Section Three #3)

Existing offices on campus (Human Resources, Affirmative Action, Institutional Diversity, and Academic Affairs) should cooperate in developing the components of this diversity orientation program for faculty, staff, and administrators. The fall orientation program for faculty should also include a diversity component. Institutional Diversity should implement the "Train the Trainer" diversity series of workshops to develop leaders for a diverse world. The Diversity Task Force requests funding to implement this recommendation.

RECOMMENDATION 6: The University should develop and implement a mentoring program for new faculty. (Section One, Part One #5 and Part Two #7)

Existing offices on campus (The Center for Excellence in Teaching and Academic Affairs) are encouraged to continue the development of the mentoring program for new faculty that is already in the planning stage. Such programs have proven successful at other universities and have direct impact on retention of new faculty.

RECOMMENDATION 7: The University should implement the Diversity Recruitment Plan developed jointly by the Office of Admissions and the Office of Institutional Diversity. (Section One, Part Two)

The successful recruitment of under-represented undergraduates requires collaboration and cooperation between the Office for Institutional Diversity and the Office of Admissions, working with academic departments, student athletes and other talent-based elements at MSU. The Diversity Recruitment Plan recommends increased scholarships for under-represented students, as well as the hiring of a recruitment/retention specialist to coordinate diversity recruitment initiatives of the offices of Institutional Diversity and Admissions.

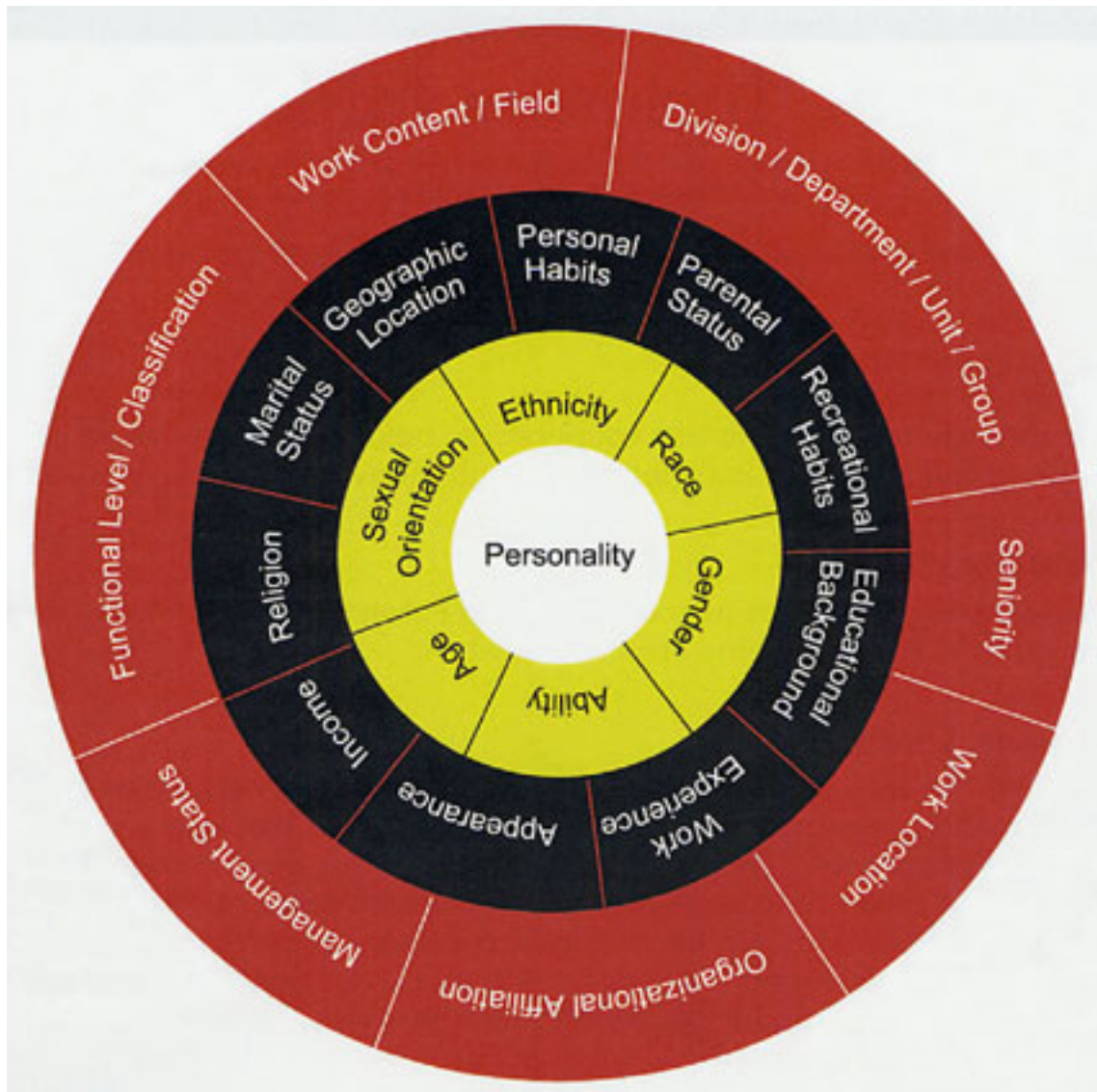
RECOMMENDATION 8: The University should undertake a diversity-focused advertising and marketing campaign in local media. (Section Two, Part Three #2)

In addition to the activities that may be recommended elsewhere by the Marketing Plan Task Force, the Diversity Task Force sees a need to target local media (KMSU, The Mankato Free Press, and The Reporter) with a systematic campaign of diversity-related opinion pieces, featured stories, and advertising for diversity events that present the University's inclusiveness to the local community and region. The Diversity Task Force requests funding to implement this recommendation.

RECOMMENDATION 9: The University should strengthen the office infrastructure of offices that support the retention of diverse populations. (Section Two, Part Three #2)

With the expanded definition of Diversity at MSU, it is important that offices providing support to diverse students in the extended categories be adequately staffed. Some of these offices are understaffed and their needs must be evaluated and addressed. Examples include the LGBT Center (staffed only by a graduate assistant), the Office of Disability Services, and the offices serving international students and international programs.

INTERNAL AND EXTERNAL DIMENSIONS OF DIVERSITY



Lee Gardenswartz and Anita Rowe; Internal and External Dimensions are adapted from Marilyn Loden and Judy Rosener (Workforce America! Business One Irwin, 1991)

WHY MSU CARES ABOUT DIVERSITY

As a modern university, Minnesota State University, Mankato exists for the primary purpose of educating students in a dynamic, collaborative, and inclusive environment. MSU is committed to promoting diversity and continues to move forward in implementing this strategic priority at all levels of the University. We have a responsibility to acknowledge and respect diversity, as it is an essential component of a quality educational environment.

Diversity enhances the educational process as it enriches us personally and professionally, it fosters good citizenship, and develops strong communities that maximize the potential of its members. Diversity promotes economic prosperity as it prepares globally-oriented citizens who can compete successfully in an interconnected global economy and who can work effectively with persons of different backgrounds.

At MSU, we care about diversity because we want to foster an actively engaged and inclusive learning and working community based upon civility, trust, integrity, and respect. Our proposed definition of diversity includes every member of our University community. We care about diversity because each of us—students, staff, faculty, and administrators—needs a safe and respectful place to learn and to work. Minnesota is more diverse today than it has ever been, and it will be even more diverse in the years to come. If each of us is provided with opportunities to understand diverse perspectives, peoples, and cultures, we will be better prepared to live, learn, work, and succeed in this ever-expanding world.

THE DIVERSITY PLAN AREAS

This Diversity Plan addresses our shared definition of diversity and consists of three main sections. Each section has a slightly different structure, but the goal is to show outcomes along with indicators that the outcome is progressing in the context of a timeline, with awareness of policy, funding, and accountability considerations.

It must be noted, throughout the Diversity Plan, that data collected at MSU focuses on a narrower group of under-represented categories (age, disability status, and ethnicity) than those included in our definition of diversity.

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.

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, ...), development and implementation of diversity workshops, review of all policies, collaboration with the local community.

SECTION THREE: AN ENGAGED CAMPUS (*action from the entire University Community to end discrimination and prejudice from and to all people and groups*). Outcomes related to the campus commitment to diversity, assessment of campus climate, and participation of all campus offices in diversity efforts.

PART ONE: RECRUITMENT AND RETENTION OF FACULTY, STAFF, AND ADMINISTRATION				
<i>Outcomes</i>	<i>Success Indicators</i>	<i>Applicable Policies (existing/needed)</i>	<i>Funding/Marketing Considerations</i>	<i>Responsible unit(s)</i>
<p>1. Implement aggressive University-wide RECRUITMENT AND RETENTION PLANS at all levels that include accountability measures. Spring 04</p> <ul style="list-style-type: none"> • Conduct University-wide “campaign” to inform all campus constituents that diversity is essential to a “modern” University. • University-wide plan with accountability and incentives measures is developed and approved. <p>Fall 04</p> <ul style="list-style-type: none"> • Implement process to monitor progress and respond to change. • Develop and approve college and unit (department, program, division) plans that identify best means of recruiting diverse populations. <p>Spring 05</p> <ul style="list-style-type: none"> • Begin review and approval of college and unit plans. • Incorporate elements of progress toward diversity into the performance evaluation process for hiring authorities. 	<p>Diversity values, plans, support opportunities, and activities communicated on a regular and timely basis.</p> <p>College and unit plans clearly affirm the University’s commitment to diversity.</p> <p>New policies and procedures for improving recruitment and retention plans implemented.</p> <p>Campus Climate Survey implemented.</p>	<p>Existing Work Plan process for President’s Cabinet</p> <p>MSU Search Handbook</p>	<p>Disseminate consistent and accurate information to achieve “buy-in” from all.</p> <ul style="list-style-type: none"> • <i>Specific Task:</i> Create a unified diversity website linked to MSU homepage. <p>Determine need for funding incentives (could be \$\$, time, or equipment, or other kinds of “support”)</p>	<p>President’s Office first, then all Divisions and units.</p> <p>Office of Institutional Diversity</p>
<p>2. Continually increase the number of faculty, staff, and administrators from under-represented groups. Fall 04</p> <ul style="list-style-type: none"> • Gather accurate demographic data for state, University, and units. • Gather data from MSU faculty, staff, and administrators from under-represented groups to further understand the challenges facing them, including recruitment messages. • Establish realistic goals for increasing faculty (teaching and administrative) and staff from under-represented and diverse groups. • Establish diversity pre-doctoral fellowships and other programs to support new faculty (mentoring, etc.). • Establish realistic goals for increasing administrators from under-represented groups. 	<p>Increased numbers of employees from under-represented groups.</p> <ul style="list-style-type: none"> • Accurate report of current campus demographics. NOTE: Data collected at MSU focuses on a narrower group of under-represented categories (age, disability status, and ethnicity) than those included in the definition of diversity. • Methodology to assess employment experience of MSU faculty from under-represented groups. • Increased number of candidates from under-represented groups in interview process (more than just a “diverse pool”). 	<p>Chancellor’s Work Plan MnSCU guidelines</p> <p>No applicable policy; consult with HR, AAO, and bargaining units</p>	<p>Probable need for enhanced cooperation among responsible divisions for process of gathering data.</p> <p>Allocate resources to support the recruitment of underrepresented candidates at national and regional conferences</p> <p>Buy-in from deans and program directors for funding; need for cohesive marketing and publicity to attract candidates; need for “incentives” to participate.</p>	<p>President’s Office, HR, Affirmative Action Office, President’s cabinet, Academic Deans, all units</p> <p>President’s Office, VPAA, Deans, Chairs; Institutional Diversity</p>

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<ul style="list-style-type: none"> • Review search process and develop an intentional plan to recruit candidates from under-represented groups. • Develop visiting scholar/teacher programs with Historically Black colleges, tribal colleges, other institutions with higher populations of underrepresented faculty, schools for People with Disabilities, Women’s Centers and LGBT Centers • Implement partner accommodation policy to attract dual-career candidates. • Create annual reporting cycle to assess progress. 	<ul style="list-style-type: none"> • University bargaining units review and submit recommendations regarding recruitment plans and goals; plans and goals filed with division heads, President’s office, Affirmative Action Office, and HR. • Visiting junior faculty teaching for summer programs, faculty on sabbatical or other leave, or other opportunities. • Plans and achievements communicated regularly. 			
<p>3. Establish the University’s official commitment to diversity at orientation programs for all employees and students. <i>Summer/Fall 04</i> Develop guidelines for recognizing contributions to creating a climate that values diversity. <i>Fall 04</i> Begin annual recognition of faculty, staff, and administrators, students, and units that have made significant contributions to increasing recruitment and retention of under-represented groups.</p>	<p>University statement on diversity, regularly reviewed for progress.</p> <p>Increased participation and support of University diversity goals.</p> <p>Added incentives for faculty/staff to participate.</p>	<p>No applicable policy.</p> <p>Revise mission statement and shared core values for the University.</p>	<p>Need for increased publicity for “good deeds” for diversity. Campus newsletter, website, and <i>Today</i> alumni magazine; programs for cultural and sporting events</p>	<p>President’s Office, Cabinet; Institutional Diversity</p>
<p>4. Establish the University’s commitment to diversity as an integral part of campus culture. <i>Summer 04</i> Begin to provide additional education and awareness regarding the requirements and application of nondiscrimination and affirmative action policies. <i>Fall 04</i> Begin including diverse representation on all significant committees, task forces, work groups, search committees and other decision-making or event planning efforts.</p>	<p>The campus recognizes and honors all aspects and manifestations of its diverse culture.</p> <p>Development of workshops, website, and other informational resources.</p> <p>Inclusive membership in all significant campus groups.</p>	<p>No applicable policy. Consult with bargaining units regarding possible policy and practices.</p>	<p>Possible need to support this type of “invisible work” as valuable to the University’s effort and as integral to performance</p>	<p>HR, AAO, Institutional Diversity; All units</p>

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<p>5. Enhance first-year experiences for target recruitment groups and for all new faculty. <i>Fall 04</i> Develop concrete and intentional ways to welcome and mentor new faculty, staff, and administrators.</p> <p>Establish the University’s commitment to diversity at orientation program for new faculty.</p> <p>Establish mentoring programs for new faculty.</p>	<p>Development of support and information networks for new faculty who often feel isolated.</p> <ul style="list-style-type: none"> • Welcome by President and Cabinet during orientation week and convocation. • Information available from units and Center for Excellence in Teaching and Learning. • All University events have a diversity component and that planners consider and respond to elements of diversity. • Arrange informal meetings so that members of diverse groups can meet each other. 	<p>No applicable policy.</p>	<p>Probable need for revised orientation week activities and schedule for new faculty.</p> <p>Probable need for creation of orientation program for staff and administrators.</p>	<p>President, VPAA, VPSA, HR, AAO, Bargaining units, Divisions, Center for Excellence in Teaching; Institutional Diversity</p>
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PART TWO: RECRUITMENT AND RETENTION OF STUDENTS				
<i>Outcomes</i>	<i>Success Indicators</i>	<i>Applicable Policies (existing/needed)</i>	<i>Funding/Marketing Considerations</i>	<i>Responsible unit(s)</i>
Develop diversity RECRUITMENT AND RETENTION plans for students at all levels that include accountability measures. (Begin Spring 04 and continuing)	By 2010, new entering first year student enrollment will mirror state population; MSU student body as a whole will mirror state population in all forms of diversity. A Diversity Recruitment Plan is developed and implemented jointly by Admissions and Institutional Diversity			Admissions & Institutional Diversity
1. Make potential students and their families aware, through multiple sources (verbal, written, web sites, recruitment staff) of the academic and student services resources that are available at MSU for students from diverse populations.	Implementation of new and revised recruitment policies. Development of network and relationships with organizations that can facilitate the recruitment and retention of students from under-represented populations. Recruitment of students from under-represented populations through Institutional Diversity Office and the MSU TRIO programs. Use of existing programs and development of new programs that can help recruit students from under-represented populations. Affirmative Action statement for student recruitment developed by the University. Accountability measures for recruiters	Admission Policies; undergraduate, transfer, graduate—may need to be reviewed.	Probable need for enhanced funding for recruitment of under-represented students.	Admissions; Academic Affairs; Faculty; Enrollment Management; Student Affairs; Institutional Diversity; TRIO; Academic Affairs
2. Provide essential information source for student assistance.	Enhanced recruitment and retention of under-represented groups of students by providing easy access to information.			All divisions of the University
3. Gather accurate and current statistics for students that are available to all units responsible for recruiting and advising students.	More coordination and cooperation between Admissions Office and Institutional Diversity to identify and assist students, including improvement in collecting and sharing data.			Admissions; Institutional Diversity
4. Invite more diverse groups to campus for events and recruiting (e.g. metro area girls clubs, high school LGBT groups, high school multicultural groups, students from high schools for people with disabilities).	More potential students visiting the campus and learning about MSU and its opportunities.		Allocation of funds in Admissions & Institutional Diversity.	Student Affairs Institutional Diversity

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<p>5. Conduct focus groups (including students) in high schools with diverse populations to gather information about needs for and perceptions of attending MSU.</p>	<p>Students could participate in focus groups and PSEO to qualify for scholarship at MSU.</p>	<p>PSEO policies</p>	<p>Need to identify partner schools, provide scholarship funds.</p>	<p>Student Affairs, Academic Affairs, Financial Aid</p>
<p>6. Develop transportation system for students between MSU and metro area.</p>	<p>Improved retention of underrepresented students due to ability to maintain connections at home</p>	<p>Existing vehicle policies?</p>	<p>Communication with potential/new students; advertising in metro area.</p>	<p>Student Affairs, Business Office</p>
<p>7. Develop and enhance RETENTION efforts for current faculty, staff, students and administrators:</p> <ul style="list-style-type: none"> • Increase and better publicize professional development opportunities for all faculty, staff and administrators • Mentoring for new faculty, staff, and administration • Better publicize promotion and tenure workshops for new faculty • Develop faculty learning communities on various topics and for various groups • Increase First Year Seminar offerings 	<ul style="list-style-type: none"> • Centralized calendar for all university activities that is up to date and easily available on the web • Increased attendance at professional development opportunities • Increased number of professional development opportunities • Increased publicity of professional development opportunities • Development of mentoring programs for new employees • Increased attendance at promotion and tenure workshops • Development and implementation of a variety of faculty learning communities • Increase in number of First Year Seminars 	<p>No applicable policies</p> <p>No applicable policies</p> <p>No applicable policies</p> <p>No applicable policies</p> <p>No applicable policies</p>	<p>Minimal increase in funding, but needed increase in marketing</p> <p>Need for support (financial or otherwise) for mentors</p> <p>No funding needed</p> <p>Enhanced funding for CETL</p> <p>Need for additional funding for new FYE Seminars (approximately \$1,500 per added seminar)</p>	<p>Information & Technology Services</p> <p>CETL, Human Resources, and all divisions</p> <p>CETL, Human Resources, and all divisions</p> <p>Faculty Development Committee and Academic Affairs</p> <p>CETL, Academic Affairs, Faculty Association</p> <p>Academic Affairs, First Year Experience</p>

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PART ONE: TEACHING AND LEARNING				
<i>Outcomes</i>	<i>Success Indicators</i>	<i>Applicable Policies (existing/needed)</i>	<i>Funding/Marketing considerations</i>	<i>Responsible unit(s)</i>
<p>1. Teaching methods address different learning needs through a diversity of teaching styles. (Beginning Fall 04 and continuing).</p>	<p>Development and implementation of workshops for faculty designed to help them learn about and use a variety of teaching styles applicable to multiple learning needs:</p> <ul style="list-style-type: none"> • CETL develops and offers one workshop on learning needs and learning styles each year. • CETL incorporates education on differing learning needs and styles into proposed Certification Program. • Mini-grant incentives for faculty to get involved 	<p>No applicable policy. Faculty will be encouraged to attend these workshops, but may not be required to do so. Faculty will also be encouraged to utilize peer consultation</p>	<p>Probable need for enhanced funding of the Center for Excellence in Teaching and Learning. Sources of funds should include grants and allocation of University resources.</p>	<p>Center for Excellence in Teaching and Learning; Academic Affairs; Faculty Association</p>
<p>2. All MSU students will learn about diversity in general education and their major academic programs. <i>Fall 04:</i></p> <ul style="list-style-type: none"> • Gen Ed Sub Meet reports results of Categories 7 and 8 assessment; review and assessment of General Education is ongoing. • Begin ongoing assessment and review of Diversity requirements. • Begin development, implementation and assessment of academic program diversity components. <p><i>Fall 06:</i></p> <ul style="list-style-type: none"> • All majors include information in annual assessment plans and reports on how diversity is integrated in the major. 	<p>MSU students are culturally competent, both in their liberal arts and degree preparation.</p> <ul style="list-style-type: none"> • Continuing assessment and review of Categories 7 and 8 of the General Education Program. Develop measurable outcomes. • UCAP develops and implements method for assessment and review of Diversity courses. • Academic programs develop, implement and assess diversity components of their programs. • Academic programs and departments will determine the appropriateness of their diversity components. • Include service learning activities that will enhance diversity 	<p>General Education policy exists.</p> <p>Policy for review of Cultural Diversity will need to be developed.</p> <p>Program Review can be used for academic program component.</p>	<p>None</p>	<p>General Education Sub Meet; University Curriculum and Academic Policy (UCAP) Sub Meet; Program Review and Assessment Sub Meet; Academic Affairs; Institutional Diversity</p>
<p>3. Training for student advising includes education about the needs of diverse students. (Begin Fall 04)</p> <p>Advising required for all students prior to registration for classes. <i>(Begin Fall 05 and continue)</i></p>	<p><i>Fall 04:</i></p> <ul style="list-style-type: none"> • Revised Undeclared Advising Handbook includes information on advising needs of culturally diverse students. • Workshop on advising needs of diverse students is developed and offered for faculty advisors. <p><i>Fall 05:</i></p> <p>Development and implementation of system to enforce required advising prior to registration.</p>	<p>Development and implementation of policy on academic advising.</p> <p>Development and implementation of policy on mandatory advising.</p>	<p>Probable need for enhanced funding for Welcome Week activities. Funds should come from grants and University resources.</p>	<p>First Year Experience; Institutional Diversity; Academic Affairs; Center for Excellence in Teaching and Learning</p>

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<p>4. Enhance orientation and Welcome Week by developing and implementing sessions on diversity at MSU (<i>Begin Summer 04 and continue</i>)</p>	<p>Summer Orientation 04: Implement one-hour session on what Diversity means at MSU Fall 04: Welcome Week includes at least two sessions on cultural diversity at MSU</p> <p>Develop a spring orientation mini-workshop for new/transfer students</p>		None	Student Affairs; FYE; Institutional Diversity
<p>5. Ensure that students whose first language is not English are prepared for academic work. Train faculty and staff to work with second-language learners (<i>Begin Fall 04 and continue</i>)</p>	<p>Development and implementation of an enriched English Language curriculum. Fall 04: A minimum of one cohort of 30 students is enrolled in an intensive English language program, including co-enrollment in academic courses. Fall 05: A minimum of two cohorts of 30 students are enrolled in an intensive English language program, including co-enrollment in academic courses.</p>	MnSCU Policy 3.3 Assessment for College Readiness	Definite need for enhanced funding. Funds should come from grants and University resources.	Academic Affairs; Institutional Diversity
<p>6. Develop and implement a certificate program designed to develop leaders for a diverse world. Fall 04:Create a work group to develop a Cross Disciplinary Certificate in <i>Leadership for a Diverse Society</i>. Spring 05: Draft proposal for certificate program. Fall 05: Propose program to UCAP. Fall 06: Begin offering Cross Disciplinary Certificate in <i>Leadership for a Diverse Society</i>.</p>	<p>Development and implementation of certificate program.</p> <p>Implementation of “Train the Trainer” workshops</p>	None applicable	Possible need for funding for development of the certificate program	Institutional Diversity; Academic Affairs; Faculty Association; UCAP; Grad Sub Meet
<p>7. Enhance the international experience for all students. Fall 04:</p> <ul style="list-style-type: none"> • Increase opportunities for study abroad by enhancing or developing agreements with programs abroad. • Improve integration of international students in MSU community. • Develop a recruitment plan for international students 	<p>Coordination between the International Student Office and the Office of International Programs</p>	None applicable	Possible need for funding for development of the programs abroad	Institutional Diversity; Academic Affairs; Student Affairs; Office of International Programs; International Student Office

PART TWO: RECRUITMENT AND RETENTION OF STUDENTS, STAFF AND FACULTY				
<i>Outcomes</i>	<i>Success Indicators</i>	<i>Applicable Policies (existing/needed)</i>	<i>Funding/Marketing considerations</i>	<i>Responsible unit(s)</i>
<p>1. The MSU student body should mirror the population of the state of Minnesota. This should apply to new entering first-year students and the student body as a whole. <i>(Enrollment of under-represented students should rise annually to meet this goal by 2010)</i></p>	<p>By 2010, new entering first-year student enrollment will mirror state population; MSU student body as a whole will mirror state population.</p>	Admission Policies (undergraduate, transfer, and graduate) may need to be reviewed.	Probable need for enhanced funding for recruitment of under-represented students	Admissions; Academic Affairs; Enrollment Management; Institutional Diversity
<p>2. Develop, revise, and enforce policies and practices specifically geared toward the recruitment and retention of students from under-represented populations (Begin Fall 04 and continue) <i>Fall 04:</i> Create work group to develop and/or revise policies to improve the recruitment and retention of students from under-represented populations. <i>Spring 05:</i> Propose new/revised policy or policies designed to improve the recruitment and retention of students from under-represented populations. <i>Fall 05:</i> Implement new/revised policy(ies)</p>	<p>Implementation of new and revised recruitment policies and practices.</p> <ul style="list-style-type: none"> • Development of network and relationships with organizations that can facilitate the recruitment and retention of students from under-represented populations. • Recruitment of students from under-represented populations through the MSU TRIO and Upward Bound programs emphasized. • Use of existing programs and development of new programs that can help to recruit students from under-represented populations. • Affirmative Action statement for student recruitment developed by the University. 	Aligned with MnSCU Policy 1B.2 Affirmative Action in Employment	Probable need for enhanced funding for additional recruitment and retention efforts. Funds should come from grants and University resources.	Student Affairs; Academic Affairs; Institutional Diversity
<p>3. The MSU faculty, staff and administration should mirror the population of the state of Minnesota. <i>(Goal by 2010; ongoing efforts beginning Spring 04)</i></p>	<p>Enhanced recruitment and retention of under-represented groups for faculty and staff positions.</p>		Probable changes in recruitment and advertising strategies for faculty positions; consideration of hiring more faculty from the Metro area.	All divisions of the University; Institutional Diversity

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PART THREE: CAMPUS AND COMMUNITY LIFE				
<i>Outcomes</i>	<i>Success Indicators</i>	<i>Applicable Policies (existing/needed)</i>	<i>Funding/Marketing considerations</i>	<i>Responsible unit(s)</i>
<p>1. When MSU policies are reviewed or developed, all policies should be reviewed to insure equity for all of the MSU community. (Begin Spring 04 and continue) <i>Fall 04:</i> Policy Review and Consultation Process will include and implement equity review criteria; <i>Fall 2010:</i> All University policies will have been reviewed according to the equity review criteria.</p>	<p>Policy review and development will result in equitable policies.</p>	<p>All policies</p>	<p>None</p>	<p>Policy Consultation and Approval Committee</p>
<p>2. Maximize use of existing resources and procedures to promote diversity in the Mankato community (Begin Fall 04 and continue) <i>Fall 04:</i> Recruit and hire a graduate assistant with the responsibilities of coordinating campus activities involving diversity; - Undertake a diversity-focused advertising and marketing campaign in local media. - Strengthen other offices that support diverse populations (LGBT, Office of Disability Services, ...) <i>Spring 05:</i> Development of a dynamic web accessible database of cultural diversity activities; <i>Fall 05:</i> All department and college annual goal statements must include goals on cultural diversity and planned cultural diversity activities; <i>Spring 06:</i> All departmental and college annual reports must include reporting on cultural diversity goals and activities</p>	<p>Use of the Office of Institutional Diversity as the central clearinghouse for coordinating campus activities involving diversity. Better coordination between campus activities outside of the classroom and inside the classroom; Enforce the development and reporting of Diversity goals and activities. Campus representation in the Mankato Area Diversity Council.</p>	<p>None</p>	<p>Possible need for enhanced funding, including the creation of a graduate student position with the responsibility to coordinate and publicize community-wide cultural diversity activities</p>	<p>Student Affairs; Institutional Diversity; Academic Affairs</p>
<p>3. Development and enforcement of policies on the employment (including graduate assistants) of diverse students. (Begin Fall 04 and continue) <i>Fall 04:</i> Review policies regarding student employment. <i>Spring 05:</i> Develop brochure/handbook on working with diverse student employees. <i>Fall 06:</i> Begin to offer workshops on working with diverse student employees.</p>	<p>Review of existing policies. Development of any needed new policies. Development of new brochures, handbooks, and workshops</p>	<p>Graduate Assistant Policy; Student Worker policies</p>	<p>Possible need for additional funding for printing brochures and presenting workshops</p>	<p>Human Resources</p>

Diversity Plan – Section Three: An Engaged Campus

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AN ENGAGED CAMPUS				
<i>Outcomes</i>	<i>Success Indicators (with Timelines)</i>	<i>Applicable Policies (existing/needed)</i>	<i>Funding/Marketing considerations</i>	<i>Responsible unit(s)</i>
<p>1. Diversity on campus is supported by the entire MSU community, starting with the top administration and following throughout.</p> <p>a. MSU Administration is a leader in commitment to diversity</p> <p>b. Each organization unit will develop annual plans to promote diversity reflecting the University's Diversity plans. Diverse voices will be included in the creation of these plans. Resource materials will be made available from offices of Institutional Diversity, Women's Center, LGBT Center, Affirmative Action, Disability Services, and Human Resources.</p> <p>c. Campus will be informed about Diversity efforts by the President.</p> <p>d. Campus will integrate diversity efforts within the existing shared governance processes.</p> <p>e. By Fall 2004, The University will establish a permanent Diversity Commission that will:</p> <ul style="list-style-type: none"> • Make campus wide recommendations related to diversity (as defined in this Diversity Plan) • Serve as an independent advisory to the President on diversity issues • Provide effective advocacy for diverse populations on campus • Review, update, and monitor the Diversity Plan • Publish annual reports of campus progress in implementation of the Diversity Plan, including successes and failures • Help improve communication across campus on diversity issues • Have representation from all bargaining units, an undergraduate student, a graduate student, and an administrator 	<p>a. By Fall 2004, all administrators will attend an Affirmative Action hiring workshop and participate in diversity training that focuses on white privilege, ethnocentrism, and institutionalized racism.</p> <p>b. By Fall 2006, all administrative offices and staff will be comprised of a minimum of 13% members of traditionally under-represented people. All search committees will have diverse membership Hiring plans will include known hiring procedures for increasing diversity (completed by Spring, 2005)</p> <p>c. Beginning Spring 2004, President makes reports to campus community at the beginning of each Fall and Spring Semester and recommends additional efforts.</p> <p>d. By Spring 2005, training efforts will include:</p> <ul style="list-style-type: none"> • Campus supervisors trained in models of democratic decision-making • Faculty trained in models of democratic classrooms • Campus trained in multicultural approaches to supervision • Improved shared governance process <p>e. Fall 2004, the Diversity Commission gets established. The Commission will invite other campus members to join working groups and subcommittees as necessary. Membership is recommended for two-year terms. The Commission will elect its own chair.</p>	<p>a. Campus Mandate</p> <p>b. Need policy requiring annual plans</p>		<p>a. All Divisions and administrative offices</p> <p>b. Supervisors</p> <p>c. President, AAC Diversity Commission</p> <p>d. Human Resources and Institutional Diversity; all bargaining units and all Divisions</p> <p>e. President's Office, Cabinet</p>

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<p>2. Relationships will be developed between multiple groups at MSU. a. Joint endeavors between traditionally under-represented groups and all other campus groups b. Change in campus culture becomes everyone’s responsibility.</p>	<p><i>By Spring 2005:</i></p> <ul style="list-style-type: none"> • Entire campus is more aware of celebrations of diversity • Entire campus is more aware of prejudices and discrimination on campus • Prejudice and discrimination is reduced • Diverse communities in the region see MSU as a welcoming, pluralistic campus 			<p>All Divisions</p>
<p>3. MSU 101: Introduction to an Engaged Campus, will be offered for all of the campus community to attend and required to the extent permitted by collective bargaining contracts. (Beginning Fall 2004)</p>	<p>All in campus community have the opportunity to participate in small, interactive workshops on MSU’s expectations for a diverse campus.</p> <p>Subsequent workshops are available on specific topics such as Integrating Diversity into a Course or How to Make Offices more Welcoming or Multicultural Methods of Communication.</p>			<p>Collaborative workshops designed by HR, AAO, Institutional Diversity, Professional Development T.F. Women’s Center, LGBT, Affirmative Action, Disability Services, relevant Academic departments</p>
<p>4. MSU will work with the local community to eliminate obstacles hindering the development of a harmonious, diverse community, as follows:</p> <ul style="list-style-type: none"> • with regional city and county governments to facilitate improvements in local communities • with regional diversity leaders in the community to facilitate improvements on campus • with local school districts to improve quality of education to traditionally underserved populations • with local school districts to assist change on campus • with local criminal justice systems to reduce potential for discrimination • with local realtors to improve opportunities for all • with local Chamber of Commerce and local retailers to improve services to diverse community members. <p><i>(Begin Spring 2004)</i></p>	<p>Community is more welcoming to diverse members.</p> <p>Increased safety for all community members.</p> <p>Campus is more welcoming to diverse members.</p> <p>Diverse students in public school systems experience improved success.</p> <p>Diverse students at MSU experience improved success.</p> <p>Complaints against local criminal justice systems by diverse communities are reduced.</p> <p>Complaints regarding housing opportunities for diverse populations are reduced.</p> <p>Complaints regarding discrimination against diverse communities are reduced.</p>			<p>President’s Office University Advancement, Institutional Diversity, and other relevant administrative units and academic departments.</p>

<p>5. MSU will conduct on-going assessments of the campus climate involving issues of diversity. The assessment model will document and note improvements or recommendations for future changes needed in the following:</p> <ul style="list-style-type: none"> • diversity of students and campus employees • incidence of prejudice and discrimination on campus • the physical diversity of campus environment, e.g., artwork, music, and photographs • status of campus welcome for diverse populations, such as cultural celebrations and multilingual brochures • campus capacity to recognize diverse approaches to communication • status of “Turf Conflicts” on issues of diversity • numbers of traditionally under represented people on campus 	<p>Planning begins as soon as Diversity Commission is established <i>in Fall 2004</i>.</p> <p>Assessment will measure numbers of diverse members on campus and the extent of diversity in campus environment (such as artwork, music, and photographs), campus brochures, extent of multi-lingual signs and campus publications, multiple methods of communication on campus, and decrease in conflicts about diversity.</p> <p>A new diversity plan is created every 3 years.</p>			<p>Diversity Commission, AAO</p>
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MSU MISSION STATEMENT

Minnesota State University, Mankato promotes learning through effective undergraduate and graduate teaching, scholarship, and research in service to the state, the region and the global community.

<http://www.mnsu.edu/supersite/about/mission.html>

STATEMENT OF GOALS

- The University will foster an actively engaged and inclusive learning community based upon civility, trust, integrity, respect, and diversity in a safe, welcoming physical environment.
- The University will prepare students for careers and for life-long learning by providing a clearly defined general education program and focused undergraduate pre-professional, professional, and liberal arts programs.
- The University will strengthen its role as a major provider of graduate education, offering intensive, scholarly graduate programs including collaborative efforts with other institutions and professionals, culminating in student expertise at professional levels.
- The University will enhance advising, support services, and learning experiences that aid students in identifying life goals, planning academic careers, and achieving timely graduation.
- The University will increase the quantity and quality of service to the state, region, and global community through collaborations, partnerships, and opportunities for cultural enrichment and continuous learning.
- The University will invest in the professional development of all members of the University Community and in the appropriate technologies necessary to achieve excellence in learning through teaching, research, and service.
- The University, as a whole and in all of its parts, will establish priorities thorough planning and assessment processes that anticipate our needs and focus our efforts and resources in support of our mission and goals.